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ABSTRACT

The lessons in this handbook may be incorporated into individual courses in social studies, humanities, language arts, and science, or used as a basis for multidisciplinary or team teaching. The book is aimed at the middle grade level. With only minor changes, it can easily be adapted for grade 5 U.S. history or even for the 11th grade course. An introduction describes objectives and rationale of the material as well as the San Francisco scope and sequence design on which the handbook is based. A total of 23 lessons and 4 sets of additional activities are contained in the following 7 units: Conflict and Change; Settlers and Native Americans; History, Change, and Your Community; The Drama of Government; The Black Struggle: To Emancipation; The Industrial Revolution; and the Age of Modern Technology. Focusing on the concepts of change, communication, conflict and interconnectedness, the lessons cover topics such as family conflict in the American Revolution, the Constitution, vigilance committees, riots, conflict in slave stories, girls on an assembly line, multinational corporations, and family histories. Each lesson follows a similar format: a teacher's section outlines the purpose, class time required, procedure and, where applicable, materials, evaluation, and alternative suggestions; and a student section provides a reading selection, study and discussion questions, and several group activities. (LP)

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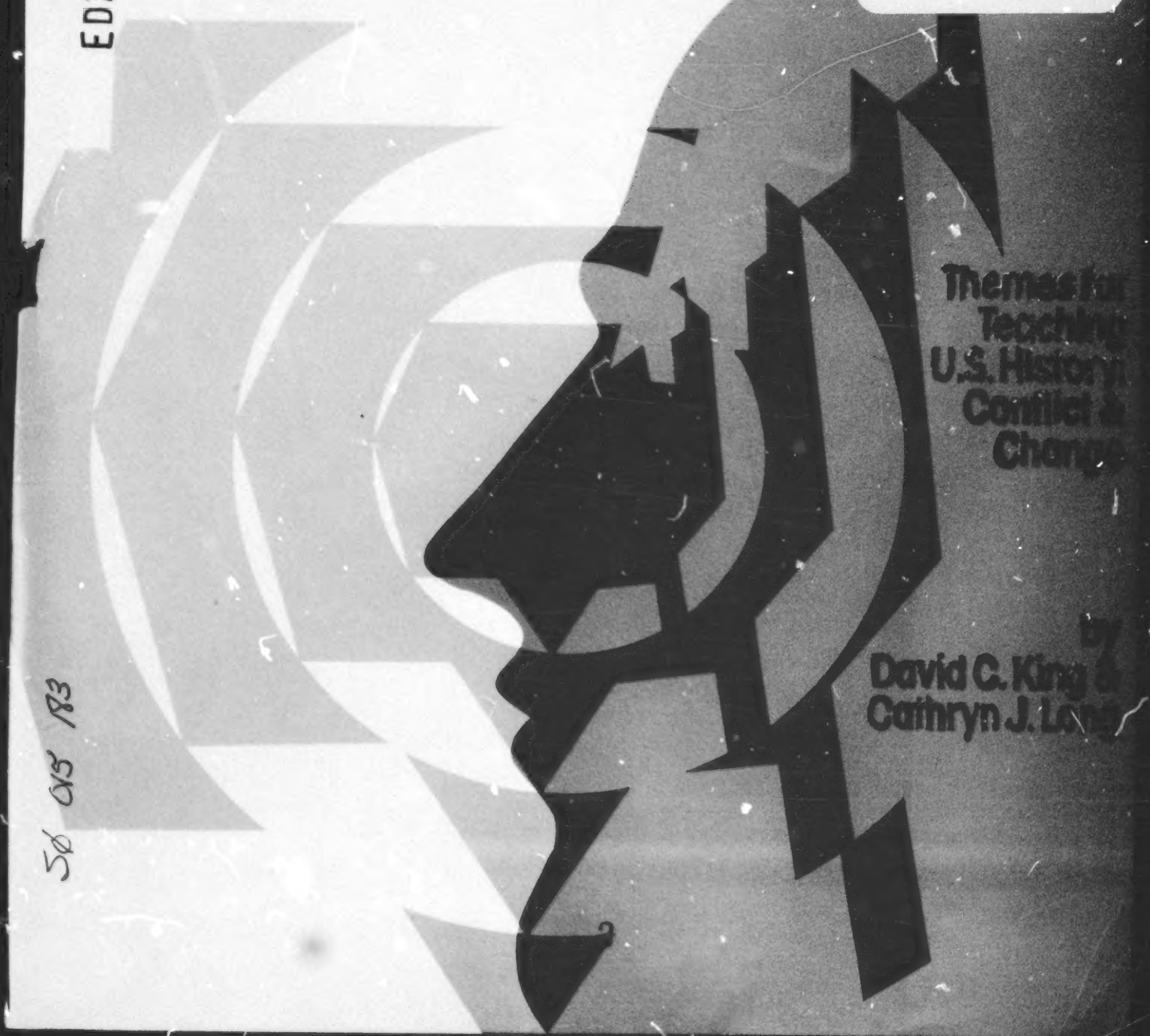

Themes for Teaching U.S. History: Conflict & Change

By
David C. King &
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Themes for Teaching U.S. History: Conflict and Change

David C. King and Cathryn J. Long

CONTENTS

	Teacher	Student
Introduction to the Humanities Series	4	
Themes for Teaching U.S. History—Introduction	9	
Unit 1. Student Preparation: Getting a Fix on Conflict and Change	10	31
Activities help students develop a beginning model of these concepts.		
Unit 2. Settlers and Native Americans: Why Was Peace Impossible?	10	
Lesson 1. The Pequot War, 1637	11	32
Through a personal account, students explore the question of why the meeting of cultures led to 250 years of conflict and violence.		
Lesson 2. The Indian-Settler Conflict	11	34
Role-playing and research activities offer deeper understanding of the clash of cultures.		
Lesson Ideas. Extending the Study: the Past and the Present	12	
Ideas for relating the past to the present.		
Unit 3. History, Change, and Your Community	13	
Lesson Ideas.	13	
Suggestions for relating major events in American history to changes within your own community or region.		
Unit 4. The Drama of Government	15	
Lesson Ideas. Prelude to Revolution	15	
Students analyze changes that paved the way for revolution.		
Lesson 3 Joining Up: Family Conflict During the American Revolution	15	35
Two brothers face conflict over the colonists' decision to take up arms against the British.		
Lesson Ideas. Forming a Constitution	16	
Using the Constitution to demonstrate different ways conflicts are resolved.		
Lesson 4. Scenes from the Constitutional Convention	16	36
Two dramatic scenes are based on Madison's Journals and involve students in the working out of conflicts.		
Lesson 5. The Hostiles vs. the Friendlies	17	38
How the Hopi settled a conflict arising from changes imposed by the U.S. government.		

CONTENTS

	Teacher	Student
Lesson Ideas: Government and Law An introduction to government as an instrument for both regulating and expressing conflict.	17	
Lesson 6. The Vigilance Committee A newspaper editor tries to stop a vigilante band.	18	39
Lesson 7. How to Save the Barrio Students role-play a modern community conflict—the struggle to preserve a barrio in an Arizona city.	18	41
Unit 5. The Black Struggle: To Emancipation	19	
Lesson Ideas. The Road to Civil War A framework is provided to relate change and conflict to the causes of the Civil War. This will help students to a better understanding of events that made war all but inevitable.	19	
Lesson 8. Hidden Conflict in Slave Stories The stories of Brer Rabbit as a means of expressing conflict.	20	43
Lesson 9. The Use of Violence: A Riot Escaped slaves resort to violence to protect their freedom. Based on first-hand accounts.	20	45
Lesson 10. Two Social Protest Movements Students use primary sources to explore the relationship between the movements for (a) women's rights, and (b) abolition of slavery.	21	47
Lesson 11. Lincoln and Lee: The Struggle Within The inner conflict faced by Robert E. Lee in leading the Confederate cause and by Lincoln in deciding to issue the Emancipation Proclamation.	21	49
Unit 6. The Industrial Revolution: Machines and People	22	
Lesson 12. The Craft Shop A letter provides the basis for exploring work before the age of machines.	22	51
Lesson 13. Mr. Ford's Assembly Line Students use a personal account to weigh the positive and negative changes brought by the assembly line.	23	52
Lesson 14. Assembly-Line Activity An activity for comparing assembly-line with hand-crafted "production."	23	53
Lesson 15. A Girl on the Line Readings from Dreiser's *Sister Carrie* provide a sympathetic account of factory life.	24	56
Lesson 16. Samuel Gompers' Story Gompers' account of the labor movement is used to examine conflict between workers and owners.	24	57
Lesson 17. Trouble in the Mines The story of labor conflict is brought up to date with an account of the 1978 coal strike.	24	59

CONTENTS

	Teacher	Student
Lesson Ideas. Labor Conflict Chart The class uses a chart to analyze the relationship between change and conflict in the labor movement.	25	61
Unit 7. The Age of Modern Technology: Coping With Change	25	
Lesson 18. Journeys That Made the World Smaller Students deal with accounts of two episodes in the transportation revolution.	25	62
Lesson 19. What Use Is an Electrical Toy? Multidisciplinary activities concerned with the impact of, and people's response to, change.	27	65
Lesson 20. Companies That Span the Globe More multidisciplinary studies lead the class into the world of multinational corporations.	28	67
Lesson 21. Death by Transfer: The Impact at Home A role-playing crisis that arises when a company shifts operations to another part of the world.	28	69
Lesson 22. Between Two Worlds: The Impact Elsewhere Two young people in Venezuela write about the role of global companies in their lives.	29	70
Lesson 23. Constructing a Family History Ideas for relating changes in the students' families to major events in history.	29	71

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David C. King, Co-Director and principal writer of the project GLOBAL PERSPECTIVES: A HUMANISTIC INFLUENCE ON THE CURRICULUM, has taught English and social studies and is author of numerous textbooks and audiovisual materials as well as articles on social education.

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Introduction to the Humanities Series

David C. King and Larry E. Condon, *Project Co-Directors*

The project Global Perspectives: A Humanistic Influence on the Curriculum, *of which the Humanities Series is a part, is based on the premise that achieving a global perspective involves more than educating about the world—it involves education which will help young people live in, respond to, and shape their world. The learning that results in this does not come from any special course or discipline, but can be developed throughout the curriculum. The needs for different grade levels and courses are varied and the project materials are designed to meet them. We have designed the materials for teachers, teacher trainers, curriculum planners, and goals committees. Boards of education, and all who work with and are concerned about the schools may also find them useful.*

One can never say that a curriculum is finished. Rather, it is a process—a continuing series of shifts and changes that we make in our effort to provide training that will better prepare young people for the future. As the closing decades of the 20th century approach with what seems to be alarming speed, we find ourselves living in a highly complex world, in an age characterized by wrenching changes and ever-increasing interconnections. In such a world, the dynamics of curriculum as a process become more and more important.

The materials developed in this project, *Global Perspectives: A Humanistic Influence on the Curriculum*, represent part of that process. They possess a high degree of built-in flexibility—a flexibility that encourages adaptation to personal teaching styles as well as the needs of individual students, a flexibility that permits responsiveness to the concerns of the local school and the community, and that can provide room for future change.

Each handbook in the Humanities Series offers ready-to-use lessons and activities as well as suggestions for lessons you can develop yourself. The materials can be used in individual courses in the social studies, humanities, language arts, and science. They can also be used as the basis for team-teaching and other multidisciplinary approaches. The handbooks can go along with existing texts and other materials; no special preparation or purchases are necessary.

Throughout the project's three years of development, hundreds of professional educators have addressed themselves to this question: *What kind of schooling do today's students need as preparation for the kind of world they will have to deal with?*

Many of the answers you will encounter in these handbooks fit what Arthur Combs calls the "new goals for education"—goals which are both "holistic and human." He feels that the major objectives of schooling must be "the development of intelligent behavior, the production of self-propelled, autonomous, creative, problem-solving, humane, and caring citizens."[1]

While such goals have roots deep in the traditions of American education, there still is no simple formula for their achievement. Throughout the project's development period, we have aimed for the kind of holistic and humanistic approaches that can build toward those goals. We have not created new courses and are not asking teachers to make drastic changes in what they teach or how they teach it. Instead, the project has focused on ways to make existing courses more responsive to the needs and opportunities of a new age.

Working Goals for Global Perspectives: A Humanistic Influence on the Curriculum

We seek to develop thoughtful, creative, caring adults able to function effectively as individuals and citizens. For this we believe students need a global perspective which can be approached through a curriculum that includes opportunities—

1. To learn to recognize the interconnections between one's own life, one's society, and major global concerns such as environment, resources, population, and human rights—and how these interconnections affect our future options and choices.
2. To develop an understanding of basic human commonalities; at the same time recognizing the importance of individual and cultural differences.
3. To develop an awareness of how perceptions differ among individuals and between groups.
4. To develop the skills which enable adequate responses to an electronic age, with its increasing volume of information and technological choices.
5. To acquire an ability to respond constructively and flexibly to local, national, and global events, as individuals and as members of groups.

Objectives as Building Blocks

You will note that the objectives listed for many of the activities deal with the building of skills in processing information and in gaining experience with the concepts. In one middle-grade lesson, for example, students analyze why the telephone was initially regarded by many with such disapproval and why its potential was not foreseen. Although this activity may seem remote from learning about the pressing concerns of a global age, this episode is important in adding to students' understanding of change as a force and how people respond to it.

The competencies and perspectives today's young people need are best developed in a sequential pattern, beginning with the earliest grades. Practically every course in the curriculum can add specific building blocks to the process.

An Example

One frequently listed goal of modern schooling is to help students understand and respond to the complex of environmental concerns that touch all our lives. If we specify particular objectives to be achieved by certain grade levels, we form a picture of how learning at all levels can build toward such a goal.

Examples of the objectives (or competencies) that contribute to this goal of environmental awareness and concern might include the following:

By grade 3, students should be able to

1. describe the notion of systems by explaining how a breakdown in one part of a system will affect other parts;
2. identify systems in surroundings familiar to them—including both built and natural settings;
3. give examples of planet-wide systems such as air and water;
4. draw a picture of a natural system and label its parts.

By grade 6, students should be able to

1. identify relationships between one's immediate surroundings and the planet's natural systems;
2. define *interconnectedness* and give examples of its operation in human-environment interactions;
3. record changes over time in their local surroundings;
4. give examples of ways in which human actions alter natural systems, often in unintended and complex ways;
5. draw inferences about how population influences environmental situations.

By grade 9, students should be able to

1. use pictures, literature, and historical sources to draw inferences about changes in human-environment relations at various points in U.S. history;
2. give examples of ways in which modern urbanization has influenced natural systems;
3. hypothesize about how alternative plans will affect a particular ecosystem.

By grade 12, students should be able to

1. infer ways in which seemingly personal or local matters affect or are affected by larger environmental contexts;
2. recognize that creating a healthier environment can require difficult decisions, and suggest ways of measuring the possible positive and negative consequences of such decisions or actions;
3. give examples of conflicts of interest that arise over environmental issues;
4. describe ways in which people have expressed their feelings about human-environment relations;
5. identify ways in which the ongoing revolutions in science and technology have altered human-environment relations;
6. form a hypothesis about ways in which future population patterns may influence their own lives.

Four Basic Themes

Much of the learning in these handbooks is centered around four basic themes, or concepts:

1. *change*
2. *communication*
3. *conflict*
4. *interconnectedness*

As students become familiar with these concepts, they will find them valuable for organizing the information they encounter throughout their school careers—and beyond.

In the elementary grades, students might be taught to recognize similarities between the dynamics of conflict in an historical episode and a conflict encountered in a story or a real-life situation. These classroom experiences, in turn, can provide useful insights into how conflict operates in our lives and the positive functions it can serve. Thus, the concepts also represent one way of making those connections between the classroom and the world around us.

This focus on concept learning and application may be more difficult with upper level students who lack background in the concept approach. High school teachers are urged to use activities which, while de-

signed for earlier grades, do provide students with a beginning understanding of the concepts. Many teachers of grades 10–12, for instance, have used introductory activities on *systems*, designed for grades K-3, to develop familiarity with the concept of interconnectedness. The students were not even aware that they were being exposed to primary grade materials.

> In a frustrating and sometimes frightening world there is a great need for *coping* skills and techniques. Good guidance and better preparation are needed in the skills of human relations, in dealing with uncertainties, and in learning to choose wisely among alternatives.[4]
>
> NEA National Bicentennial Panel

The Handbooks and Basic Skills

Others have said enough about basic skills so that we don't have to repeat here the dire warnings or the problems of low test scores. However, two important points do need to be made:

First, the development of skills does not take place in a vacuum. In fact, skills development is much more likely to be improved when students are dealing with subject matter that is real to them and inherently interesting. According to Charlotte Huck, former president of the National Council of Teachers of English:

> If our goals for children include mastery of a wide range of language functions, then we must create environments that will be supportive of this goal. Children *need* to talk and have interesting experiences so they will have something to *talk about*.
>
> Those of you who are interested in composition know that this is equally true about children's writing. Children need to have authentic writing experiences in order to produce careful observations and honest feelings.[2]

The second point about basic skills has to do with the kinds of skills most in need of strengthening. Christopher Jencks of Harvard argues that a close analysis of test scores reveals that today's students are doing better, not worse, in many skills areas. "Where problems appear," he finds, "they are with more complex skills, with the desire or ability to reason, with lack of interest in ideas and with shortage of information about the world around them."[3]

We have tried to apply these ideas to the development of basic skills:

1. to provide interesting, stimulating experiences for skill development;
2. to encourage the development of those "more complex skills";
3. to provide students with better information about and understanding of "the world around them."

Connecting the Classroom With the Real World

One major approach to creating the kind of learning needed for our age has been to try to relate what is learned in the classroom to what is happening in the students' lives and in the world around them. Achieving what we call *global perspectives* must begin with that.

We can use a hypothetical unit on the Renaissance to demonstrate how and why such connections can be made:

Teaching about the Renaissance is one of those areas where we tend to *assume* (or hope) that students will recognize the importance of the information they are encountering. All too often, we find ourselves disappointed when only a handful show any interest in the paintings of da Vinci, the sculpture of Michelangelo, or the dramas of Shakespeare. The rest of the class sinks into a trough of boredom. They find little in the study that connects up with their own lives and interests.

But there are connections, and one of our tasks is to make them more explicit. A teacher might develop the Renaissance unit around a theme such as: "The environment is what we make it. And how we shape it depends on how we perceive it."[5] Classroom activities and field trips could then be used to develop insights into both the present and the past. We might begin with Renaissance architecture or art, and ask students such questions as these:

1. How did people during the Renaissance perceive their environment? In what ways are the perceptions of people today—including students—the same or different?
2. How are these perceptions translated into, say, architectural styles—the form and function of buildings? Are there echoes of Renaissance attitudes in our approach to shop areas, living space, natural environment, and so on?
3. Would the class want to reshape their surroundings in some way? What arrangement or styles of buildings would they prefer and why?

Other connecting themes might be: ideas about the importance of the individual, the changing role of women, the search for heroes, values attached to material wealth, and many more. Whatever theme is used to make connections with concerns familiar to students, this is a different sort of "relevance" from that which was popular a decade ago. The existing curriculum unit on the Renaissance remains, but there is now a coming together of the traditional humanities, modern social issues, and the students' personal concerns. Students become more interested in learning about the Renaissance when they see its relationship to their own situation.

If we plan our presentations with this in mind, we should be able to demonstrate to our students that just

about every topic we deal with has applications to their lives and futures.

What we call global perspectives involves more than the study of other cultures or what is commonly thought of as international relations. Global perspectives are ways of looking at experience, ways that highlight the individual's relationship to his or her total environment. And they are perspectives that can emerge readily from much of the subject matter we are already teaching.

> The question is not *whether* history is relevant . . . but what the relevance of a given historical experience might be to a given current or future one—that is, *how* is it relevant?
>
> Historian EDWARD L. KEENAN

Fitting the Project Goals and Materials Into the Curriculum: An Example

In the spring of 1978, the San Francisco Unified School District launched an ambitious program to redesign and update its entire K–12 curriculum. The District's Task Force for Social Studies produced a curriculum guide which incorporated many of the ideas developed by this project, and San Francisco teachers helped in the design and testing of materials in the handbooks in the Humanities Series. A description of the San Francisco K–12 scope and sequence is reprinted below. The course descriptions illustrate how the goals of the project have been incorporated into a traditional social studies curriculum.

Other schools, state departments of education, commercial publishers, and individual teachers have found various ways of tailoring the materials to meet special needs.

The San Francisco Scope and Sequence For Social Studies, K–12[6]

Elementary Grades

All children bring a rich background of culture and experience to their school life. Encouraging children to build on this experience is a central part of social studies and helps to enrich the curriculum. The K–5 curriculum allows students to apply their personal experiences and perceptions to the material being explored.

GRADE K: MYSELF

Children learn about their own physical and emotional needs and explore their immediate environment. They begin to know themselves better and learn about their relationships with other people.

GRADE 1: MYSELF AND OTHERS

Students learn about themselves in relationship to families and peer groups. They develop awareness of interconnections among these social units, their similarities, diversities, and changes. By studying different family and friendship groups, students begin to discover things they have in common with humans throughout the world.

GRADE 2: MYSELF AND MY SURROUNDINGS

As horizons expand, children learn about themselves as participants in larger settings such as the classroom, the school, and the immediate neighborhood. Some knowledge is gained of neighborhoods in different communities and countries; comparisons and contrasts provide deeper understanding of the child's own surroundings—both natural and human.

GRADE 3: MYSELF IN SAN FRANCISCO

The rich multicultural framework of San Francisco provides the setting for learning about different ethnic groups, neighborhoods, lifestyles, and careers. Field trips, classroom visitors, parent participation, and other sources will aid students in understanding and appreciating the city and its heritage. Comparison with other cities in the United States and other parts of the world will broaden the learning experience.

GRADE 4: MYSELF IN CALIFORNIA

Diversity of cultural and ethnic heritage in the broadened setting of the state extends students' knowledge of themselves in relation to their social and physical environment. Students will also explore the many interconnections between themselves, California, and the world, including the heritage of groups which have contributed to California life in the past and the present.

GRADE 5: MYSELF IN THE U.S. AS PART OF THE WORLD

The concept of change becomes central as students examine the nation's growth and development. They learn about the contributions of individuals and different groups throughout the nation's experience. This study provides an historical background for understanding the United States as a changing, complex, multicultural society. Learning also places the United States in a global setting, indicating the growing interconnections between this country and other parts of the world.

Middle School

Students' horizons are extended further as they learn more about the larger global context. As in all levels of the social studies, emphasis continues to be on the self—an exploration of the student's life and interests within expanding areas of awareness.

GRADE 6: OUR HEMISPHERE AND MYSELF

Students now learn more about themselves in relation to a larger environment—the varied texture of life within the Western Hemisphere. Selected societies in North and South America are studied to develop a deeper understanding of the nature and variety of human culture—the ways in which people in different places and at different times have organized to meet common human needs.

GRADE 7: OUR WORLD HERITAGE

Many different groups throughout human history have contributed to our global bank of human culture. Students will explore the experiences and achievements of selected groups to gain an understanding of how these groups have added to the human story. The learning will highlight common human themes as well as points of difference.

GRADE 8: THE U.S., THE WORLD, AND MYSELF

The study enables students to analyze the economic, political, and social decisions of the past that have helped to shape our modern physical and social environment. Attention is also given to the forces which have strengthened ties between the United States and other parts of the world—and how those interconnections influence our lives.

High School

A wide variety of social studies experiences—including history, geography, political science, economics, anthropology, and others—provide students with knowledge and skills to meet the challenges and opportunities of the future. Special attention is given to ways in which the social studies can help young people to prepare for adult roles and to function effectively as participants in a democratic society.

GRADE 9: GEOGRAPHY 1, 2

Geographical and social studies skills are developed in studying the interrelationships of our physical, economic, social, and political environments. Case studies will enable students to compare and contrast the ways in which different societies have adapted to a variety of geographic settings. Special emphasis will be placed on settings in Africa and Asia.

GRADE 10: ELECTIVES

In grades 10 through 12, students have available a spectrum of courses that will introduce them to more detailed or advanced study of particular subjects. These offerings may vary from school to school; some may be components of special or "magnet" programs. Special attention will be given to the role of the social studies in preparing students for career opportunities and citizenship responsibilities, and for understanding and appreciating their own cultural heritages.

GRADE 11: U.S. HISTORY 1, 2

This is a survey course, reinforcing social studies skills and concepts, and encompasses the growth, development, and traditions of our democratic society; exploration and appreciation of the roles of various cultural and ethnic groups in creating our modern society; analysis of the changing roles of women; examination of economic, industrial, and urban changes over time; the nation's rise to world power and its present role in a changing, highly interconnected global environment.

GRADE 12: CIVICS 1

A special emphasis is placed on the role of the individual as a participant in a democratic society—the rights and responsibilities of citizenship. Students gain an understanding of the practice and theory of government, beginning with the school setting and moving through local, state, and national levels, focused on an appreciation of the special opportunities provided by the democratic process. Comparative study of other forms of government places this study in a broader context.

* * *

We hope the materials in this Humanities Series will help you meet some of the important educational needs we've outlined. Your comments and suggestions are welcomed.

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1. Arthur Combs, "Humanism, Education, and the Future," *Educational Leadership*, January 1978, pp. 300 f.
2. From a speech by Charlotte Huck, quoted in *Language Arts*, vol. 53, no. 1 (January 1976), p. 78.
3. Quoted in *Education U.S.A.*, February 20, 1978, p. 187.
4. From "American Educational Futures, 1976–2001: The Views of 50 Distinguished World Citizens and Educators," by Harold G. Shane, *The Futurist*, vol. 10, no. 5 (October 1976), p. 255. A summary of the results of an interview survey conducted by the National Education Association in connection with the observance of the national bicentennial.
5. The Arts, Education and Americans Panel, *Coming to Our Senses* (New York: McGraw-Hill, 1977), pp. 3-4.
6. Adapted from the *Social Studies Task Force Curriculum Guide*, San Francisco Unified School District, April 1978. Reprinted by permission.

Themes for Teaching U.S. History: Conflict and Change

David C. King and Cathryn J. Long

New York Public Library Picture Collection

Political mob in Charleston (1795)

Introduction

U.S. history can be one of the most exciting and useful subjects there is to teach. But nearly every teacher of history has bumped up against two problems at one time or another:

1. History can seem very distant and remote to young people. They demand to know what it has to do with *them, now*. If they get no satisfactory answer to this question (whether or not they state it), the result is often glazed eyes and turned-off minds.
2. It's easy to overwhelm ourselves and our students with facts. We have to meet course requirements, state requirements, and competency requirements for knowledge as well as skills. Amid the scramble to stuff in information, the meaning and excitement of history can easily get lost.

One remedy for both these problems is to focus on certain concepts that will link fact to fact and event to event. History then becomes more meaningful. At the same time, the use of concepts serves to connect historical fact to present, personal fact, and history becomes more interesting (because nothing is more interesting than ourselves!). We have observed how the use of the concepts of conflict and change works this alchemy in many classes in which the lessons in this program were tested. Time after time, the enthusiasm generated by seeing how conflict and/or change affected their own lives and times carried students through the historical lessons and made these more memorable. And the conceptual tools, once learned, were quickly applied to new situations. A student good at analyzing conflict and change in, say, the abolition movement or in labor problems can apply this ability to different situations. This carryover is a vital step in learning how to adapt to life in our age.

The following units contain some general suggestions for teaching U.S. history with conflict and change as central themes; there are also a number of full lessons. We have focused on a few widely taught areas where the two concepts seemed especially appropriate. You wouldn't want to use these concepts all through the year—they don't cover everything, and besides, your students would suffer from concept overload. But we hope you will find material here that you can use, or adapt to fit your purposes. Roger Tory Peterson, author of the famous *Field Guide to Birds*, tells how he was surprised to find that many owners of his book had "personalized" it: torn out and rearranged the pages, added their own indexes, interspersed their personal comments, and replaced the binding. Then he decided that was the greatest compliment a reader could pay him. We agree with Mr. Peterson, and hope you will use this book that way.

Grade Level: The material in this handbook is aimed at the middle grade level. With only minor changes, it can easily be adapted for grade 5 U.S. history or even for the 11th grade course.

Unit 1. Student Preparation: Getting a Fix on Conflict and Change

(Student material, p. 31)

The basic way we use concepts is pretty simple. We have a mental image of the concept—transportation, delicious food, fun, conflict—and we use this mental image as a sort of mental filing system. The concepts help us put data in some sort of order so they make sense to us.

You will find it useful to spend a couple of class periods drawing out the images the students already have about conflict and change. This will give you a chance to correct distortions—such as the idea that conflict equates with violence or that change is always good (or bad).

What Is Conflict About?

The pictures for students emphasize the notion that there are a great many different kinds of conflict. Use this as a starter. Ask the students to indicate the conflict in each picture.

As a homework assignment, have students bring in magazine pictures or newspaper headlines (one per student will do) that they think show conflict.

In class, go through some of the samples. Make a list—or have the students do it—of what the conflicts are about. Then spend a few minutes talking about some of the ways we go about resolving conflicts (violence, retreat, compromise, a vote, appealing to a third party, etc.).

This will be enough to start with. It will be helpful, as you encounter examples of conflict in your teaching of history, to record causes of conflict and ways of resolving them. This will make the students more consciously aware that they are picking up new ideas about the concept.

Coping With Change

You may not need as structured an introduction to change—the basic mental image of it has already been grasped by most students. Instead, you might talk about experiences the students have had in coping with change. A move to a new neighborhood, losing a friend, taking a trip, adjusting to a new regulation at home—they should be able to come up with numerous examples of their own. Talk about what was good or bad about the change, how the person adjusted to it, whether or not the adjustment was easy.

Some students are likely to see a relationship between conflict and change. Change can lead to conflict, and vice versa. It is important for students to realize this.

The first few assignments will give students the opportunity to pick out examples of conflict and change, and often to establish a relationship between the two. Perceiving the relationship between these themes adds to the understanding of history; and history, in turn, provides insights into the dynamics of conflict and change.

Unit 2. Settlers and Native Americans: Why Was Peace Impossible?

In a standard American history course, one of the first serious conflicts we study is the clash between settlers and Native Americans. The bloodshed continued with little interruption for 250 years, until the last tribes were forced onto reservations.

Textbooks cover this long, violent story—but they seldom explore reasons, and so give the impression that the conflict just sort of happened. This lack of explanation can be puzzling; it can also contribute to the feeling that history is the description of remote, mechanical events.

A great deal can be learned by exploring the reasons behind the conflict and its legacy, with which we now must live. Students then will learn something about the nature and dynamics of conflict and about conflict between cultures. The story used in Lesson 1 will also help them to understand how events they study in history courses affected the lives of the people experiencing those events, as well as affecting the way we live today.

Either or both of the lessons included here may be used. Lesson 1 is a story of two individuals caught up in the first settler-Native American war—the Pequot War of 1637. Lesson 2 uses role playing to allow the students to wrestle with the issues involved.

Lesson 1

The Pequot War, 1637

(Student material, pp. 32–33)

PURPOSE

Students analyze the disputes that led to 250 years of warfare between settlers and Native Americans, to begin to develop ideas about the nature of conflict between cultures and about conflict itself.

OBJECTIVES

Students will—

Identify differing views of land ownership as a basic reason for conflict.
Infer that each side (culture) has ideas about why its position was right and the other was wrong.
Compare conflicts they have experienced directly with those encountered by people in an historical episode.
Express empathy for people caught up in this violent outbreak.
Give examples of conflict within a group or within an individual's mind.
Give an example of how *change* is related to conflict.

TIME

2–4 class periods, depending on teaching needs and student interest

PROCEDURE

A dramatic short story introduces readers to some causes of conflict. The story can provide practice in reading comprehension and discussion—or be used for a role-playing activity. (It's interesting also to reverse the roles and have the boy be the prisoner. Do new images of the Indian emerge?)

You might want to have part of the class work with the story while others use the role cards in Lesson 2.

Note:

The Pequot War took place in New England. You can easily recast the story so that it happens in another time or region: Pontiac's rebellion, the wars of Blackhawk or Tecumseh, Pope's Revolt—or whatever the first serious conflict was in your region.

EVALUATION

See if students can apply what they have learned to conflict situations in their own lives or in the world around them.

Lesson 2

The Indian-Settler Conflict

A Role-Playing Activity

(Student material, p. 34)

Another way to get at other elements involved in the Indian-settler struggle is to use a role-playing activity. Like the statements of Alinquot in Lesson 1, the quotations used on the cards in this lesson are simplified versions of historical documents.

In Lesson 1, students saw that differing views about land ownership were central to the outbreak of violence. You may wish to emphasize that these ideas emerged from different cultural experiences. For centuries, the idea of using the land in common had been one way the Native American tribes had adapted to the environment. Europeans, on the other hand, had long thought in terms of ownership, or possession. They had built walls, fences, and even forts to keep others off their land.

This matter of land ownership will appear in the role cards. In addition, the students will encounter other examples of cultural differences. People on each side were beginning to have set notions (stereotypes) of the other. You might use this to introduce the class to the ideas of *prejudice* and *stereotyping*.

TIME

2–3 class periods

PROCEDURE

Reproduce the statements and cut them into role cards. Use the role cards *after* the class has read a textbook account of Indian-settler hostilities. You might also want to tell them about the Pequot War or about the first violence in your region.

Divide the class into groups, giving a set of role cards to each. Their task is to sort the statements into those made by Indians and those made by settlers. They should be able to give reasons for their choices. (Settlers' views are presented on Cards 1, 3, 6, 8. Card 4 is open to interpretation. You might have to remind students that Indians raised corn but did not often herd cattle.)

After groups have come to their own conclusions, each group can then present one statement to the class and explain how and why they categorized it. Discuss any differences in interpretation that emerged. Then ask how such views contributed to conflict:

—Do the statements show misunderstanding of the other culture? In what way?

—Why did these feelings lead to anger against the other side?
—Can you think of ways the differences could have been worked out without fighting?

An alternative would be to use the cards as the basis for role playing. Have a group of "settlers" explain why they feel they must fight the tribal people. A group representing the Indians can then present their reasons for going to war.

FURTHER BACKGROUND

You can use this account to tell the class about the Pequot War, if needed:

After the first struggles to establish colonies in North America, the settlers began to push westward into the wilderness. In New England, new colonies were started in Maine and along the Connecticut River. The Pequots, one of many Algonquin tribes, found themselves being squeezed out by this expansion of the colonies.

In 1636, violence erupted. People in the Massachusetts Bay Colony accused the Pequots of an attack on one of their settlements. An army was raised and sent to attack the Pequot villages. The major Pequot town was near the Mystic River in Connecticut. There, the Indians tried to defend themselves in a blockhouse—a technique they had learned from the Europeans. The Massachusetts settlers attacked and set fire to the blockhouse. According to one account, the settlers' army succeeded in "roasting to death or shooting more than 600" of the Pequot. The few survivors fled into the forests, and before long the tribe practically ceased to exist.

This was the first open war between Native Americans and settlers. For more than 200 years, the story would be repeated over and over again as the settlers moved westward across the continent. Only when the last western tribes surrendered, late in the 1880s, and moved onto reservations, did the long history of violence come to an end.

EVALUATION

1. Do the students show a grasp of the basic reasons for conflict?
2. Can they apply this knowledge to other cases of Indian-settler hostility?

Lesson Ideas

Extending the Study: The Past and the Present

Follow the theme later in the course.

As the nation expanded westward, this story of conflict was repeated again and again. Your textbook is likely to provide at least two specific cases: the Indian removal policy of the 1830s and the post-Civil War movement westward. Students should see that much the same reasons contributed to these later outbreaks.

Use library resources.

Bring in library resources describing different phases of the long struggle. For example, students in other parts of the country may be intrigued by the Southwest experience, where Pope's Revolt against the Spanish, in the late 1600s, had much in common with Indian-white conflict in other parts of the country. You can use this opportunity to help students learn how to find information in the library.

To update the story, have the students bring in books, newspaper and magazine accounts of current struggles between Indians and the rest of society. Again, this can provide practice in finding information.

Use the materials to consider these questions:
—The conflict between Indians and whites has not ended. What are some of the conflicts about today (mining rights, regaining tribal lands, opportunities for Native Americans, etc.)?
—Is there violence now? Why or why not?
—What methods are being used to try to settle the problems (protest marches, meetings, court decisions)?

Consider what we have learned.

Our modern society faces countless problems arising from our tremendous power to control and alter nature. Many Americans have come to feel that we can learn some important lessons from traditional Indian ideas about using the land and its resources. You might explore this with the class and find out more about what the Indian values were and are—and how some of these might be applied to our ways of living today.

You could even explore the statement by Indian author Vine Deloria, Jr. (*Custer Died for Your Sins*), that "Indians have really won the battle for cultural survival." What is he saying about modern American culture? In what ways would he suggest that it has failed? What would he think is better about Indian culture?

ADDITIONAL RESOURCES

Two paperbacks are especially useful for the Indian views they present (settler/European views are generally easier to find). They are:

Touch the Earth: A Self-Portrait of Indian Existence. Compiled by T. C. McLuhan. New York: Simon & Schuster (a Touchstone book), 1971, $3.95. Contains brief, readable statements by Indians from many tribes, made over the course of U.S. history from pre-Colonial times to the present.

American Indian Prose and Poetry. Edited by Margot Astrov. New York: Capricorn Books, 1946, $2.45. Wonderful songs, stories, and poems with helpful introductions explaining how the material was used in tribal life.

Unit 3. History, Change, and Your Community

Lesson Ideas

Most students think of their surroundings as more or less permanent. From their perspective, things have always looked pretty much the same. They read about change in their history texts, but this usually seems quite unrelated to their own environment. Consequently, the more you can relate course materials to life in your region, the more students will come to sense history as a dynamic, vital process. This, like using personal stories, can be a valuable way to make history come alive.

Relating historical events to life in your community—or the oldest city/town near you—has other advantages.

OBJECTIVES

Students will—

Gain a better understanding of the meaning of change.

Recognize ways in which change influences people's lives and how people have responded to change.

Understand change as an ongoing process, and one that affects their lives.

Gain a sense of how history has shaped their community: its location, size, appearance, and so on.

In most local community explorations, it will be helpful for the class to keep this question in mind: *What was changing and why, and what did it feel like?*

1. Buildings/Architecture

Different buildings can give students a visual image of various periods in history. State or local historical societies can help you locate structures from particular periods:

landmark houses	public buildings
factories	railroad depots

Using these as a base, students can begin to identify types of architecture in vogue at various times. They can sharpen their skills as historical detectives by using clues and trying to place buildings in their time.

Old photographs, paintings, etchings, and maps can help them to verify some of their guesses. They should also think about such questions as:

—Why was this building constructed? What did it have to do with life in the community then, and did it change people's lives in any way?

—If they had been living here then, what might it have been like to see this building going up?

—What clues can they find about the kind of community people were trying to create? What did the people want the town to look like? How were they changing the natural environment?

2. A Scrapbook of Community History

Xeroxed pictures of community architecture can be used for a class scrapbook of local history. Whenever

possible, relate scrapbook sections to major historical changes or periods. The Colonial (or settler) period, American Revolution, Civil War, immigration, agricultural developments, inventions—all have affected the community.

Here is an example:

Research the impact of a major innovation discussed in your textbook, such as the telephone, or railroad development. Locate newspaper or other accounts of how people responded to the change. The class will become increasingly familiar with the variety of ways of obtaining information about the community. You might find a newspaper article speculating on whether or not the telephone had any practical value—many people initially thought of it as an "electrical toy." (See Unit 7, Lesson 19.) Or there may be an item on the telephone's value in an emergency situation. Whatever the results of your search, you are likely to uncover ways that people's daily lives were influenced by a startling device we now take for granted.

Newspaper files, diaries, and personal histories also show the human side of major national and international events. During World War I, for instance, how did people adapt to sudden shortages of certain materials? How was community spirit influenced by the war effort and also by the horrors of modern war?

3. Change and Conflict

In building a community—or regional—scrapbook, look for changes that led to controversies. The coming of the automobile is a good example.

—How did people respond to this change? What kind of conflicts did it create? (Concerns about safety, need for new laws, etc.)

—Look for the "hidden wiring" of a change like the automobile—the unexpected consequences of an innovation. Was there concern about jobs (e.g., what happened to blacksmiths?)? How did automobiles contribute to the growth of suburbs? How did this change the environment and the city? Many communities had good public transportation—you could ride on trolley cars from New York to Boston. What happened to these public systems? What new problems followed from this?

Recent events can also illustrate the relationship between change and conflict. Look for a proposed change—a dam, mining, a new recreation area—something that led to conflict. Ask the class to find out what the conflict was about and how it was settled.

4. Family Histories, Personal Histories

With the help of parents and grandparents, students can build family histories. They can thus learn more about themselves, their background, and the effect on their families of major national and international events. They should try to find out when their ancestors first came to the United States and why, and how this fits in to major immigration patterns. They can also trace the history of their families or their community or region. (See Unit 7, Lesson 23.)

Old records can reveal a lot about historical community patterns. Old cemeteries, for example, provide clues about when settlers came, where they were from, what relationship they might have to families living today. The U.S. Census Bureau can even provide detailed facts about specific families during specific periods.

An excellent resource for ways to explore family and local histories is David Weitzman's *My Backyard History* (Boston: Little, Brown, & Co., 1973), suitable for middle and upper grade students.

5. An Illustration of What Local Documents Reveal

A service at Bancroft Library at the University of California at Berkeley turned up the following two items—among dozens of accounts of how Bay Area residents were responding to Chinese immigration of the late 1800s. The excerpts are from testimony given in hearings before a California State Senate Committee, 1876.

One point of view:

MR. HAYMOND: How is this Chinese population in regard to crime?

A. They are a nation of thieves. I have never seen one that would not steal.

Q. What is the proportion of criminals to the whole number?

A. I call a man who will steal, a criminal.

Q. Then nearly all will be criminals?

A. Yes, sir.

MR. PIERSON: What proportion of the convictions in the Police Court are Chinese?

A. I can't exactly tell. But a great many Chinamen are convicted in the Police Court.

MR. HAYMOND: What, in your opinion, is the effect of the Chinese here on the industrial interests of this city?

A. I think it is bad. They are the worst class of people on the face of the earth.

Another, less common opinion:

A. I have employed all kinds of laborers—Scandinavians, French, Irish, and Chinese. I prefer to employ white men when I can get them, but they cannot be had, and I am obliged to take Chinese. Were it not for Chinamen, much of my work would be left undone.

So far as the labor element is concerned, I think they are an important element in the state. I know in the country, that if the Chinese labor was taken from us, it would be a great hardship.

> In the country, there is no competition between Chinamen and white men, but I find this difference: the Chinamen will stay and work, but the white man, as soon as he gets a few dollars, will leave and go elsewhere. . . .
>
> I believe the laboring man is an advantage to the country, whether Chinese or white men. There is room for all, and there is need for all the labor that can be brought to this country.

These two brief examples suggest various possibilities for classroom activities. Students can find out more about how immigration changed industrial life and why the Chinese were in a special position. Stereotyping and prejudice are in evidence. They should also be able to find other examples of how Chinese immigration led to conflict in the community: Who wanted to ban the Chinese and why? Who wanted to continue immigration and why?

These class findings can be compared to the analyses of conflict between Indian and European cultures. Also, original documents can be compared to textbook accounts of the incidents involved. Perhaps most important, students will discover that history changed and shaped life in their own community.

Unit 4. The Drama of Government

The formation and function of American government are topics that, in teaching, lend themselves naturally to dealing with the concepts of conflict and change. These concepts should be especially helpful in the organization of the wealth of information students are expected to absorb in this area. At the same time, they should help to bring the dry bones of constitutional and legal study to life.

This unit is divided into three sections: (1) Prelude to Revolution (the emphasis on change as a prelude to conflict); (2) Constitution (the emphasis on conflict resolution in both the writing and the interpreting of the Constitution); and (3) Government and Law (the emphasis on government as a regulator of conflict).

Lesson Ideas

Prelude to Revolution

Philosopher Eric Hoffer says, "We are usually told that revolutions are set in motion to realize radical changes. Actually, it is drastic change that sets the stage for revolution."

Challenge students to test that statement through the events that preceded the Revolutionary War. How were people forced to alter their way of life by the following developments?

—New, heavier taxes than before
—The burden of supporting British soldiers who had come to fight in the French and Indian War
—Greater powers given to British governors
—Feelings of frustration resulting from acts of Parliament or King George

You may want to debate this statement: "If British governance of the colonies had not changed after 1760, the revolution would never have happened."

Compare the change, and consequent revolution of 1776, with more contemporary and familiar events. You may find something in the headlines, such as the building of a nuclear power plant, a ban on lumbering or mining, an increase in taxes, or the exclusion of a minority group from equal opportunity. Ask the students: How did this change bring about conflict? What form did the conflict take? Did protestors do any of the things the colonists did (submit petitions, complain to the government, hold rallies, boycott goods, etc.)? If violence did take place, were other avenues of redress closed or perceived to be futile?

The following lesson is an example of another way to make the conflict and change of the revolutionary period more real to students.

Lesson 3

Joining Up: Family Conflict During the American Revolution

(Student material, p. 35)

PURPOSE

The conflicts we learn about in our history texts directly affect the lives of the individuals and groups caught up in them. Looking at a conflict on this level provides a good way for students to feel they are dealing with real people and real problems. Here is a simple story of a family conflict set off by the decision of the American colonists to take up arms against the British.

OBJECTIVES

Students will—

Give examples of how major social or governmental changes affecting individual lives can create a climate for conflict or revolution.

Compare contemporary personal and social conflicts with similar conflicts in history.

TIME

Reading and discussing the story can be completed in 1 class period, preferably *during* study of the events leading to the American Revolution. A good time to use the lesson is after reading the text description of the battles at Lexington and Concord.

PROCEDURE

Read the story aloud to the class or reproduce it for student reading. The discussion questions will help the students sort out different elements of conflict.

Lesson Ideas

Forming a Constitution

One way to look at government is as machinery for resolving differences among those governed. When the British government stopped working that way for the colonists, they rebelled. But they found their own Articles of Confederation also inadequate to the task. The Constitution that replaced the Articles was written more carefully, seeking to handle the differences among its creators and to deal fairly with future conflicts among Americans.

This is one approach to understanding the American Constitution. Begin by introducing your class to four basic kinds of conflict resolution (there are more):

—*A win-lose solution:* One side gains and the other loses.

—*Compromise:* Each side decides to give up something for the sake of resolving the conflict; neither gets all it wants.

—*Cooperation:* The two sides decide to work together to solve the conflict.

—*Withdrawal:* One party retreats from the conflict.

Pick a conflict your students all know about, or are interested in, such as a current battle between two TV characters or a disagreement among members of the same crowd over where to go for fun. Ask students in pairs to make up resolutions for the conflict selected, and to classify these. Volunteers may want to act out their resolutions for the rest of the class. Add to the list of kinds of resolutions as you go along. Mediation or arbitration, for instance, may result in a kind of compromise or cooperation.

Students can then apply what they have learned to the disagreements that emerged during the framing of the Constitution. Useful examples are presented in the next lesson.

Lesson 4

Scenes From the Constitutional Convention

(Student material, pp. 36–37)

PURPOSE

These two scenes from the Constitutional Convention show in human terms what some of the conflicts were about. They also reveal something of the ways found to resolve the conflicts.

OBJECTIVE

Students will identify ways in which government acts as a regulator of conflict.

TIME

2–3 class periods

PROCEDURE

Assign students to prepare for and read the roles presented. Encourage them to read slowly and with clarity. If you like, students can follow the readings, if they are given copies of the script. A narrator could set the scene and introduce the characters. Or you may prefer to use this as a reading assignment.

Note: Underlined words can be used for vocabulary building. Some students will have to look up the words or figure out meanings from the context.

EVALUATION

Before the reading or dramatization, ask the students to pay special attention to:

—What the conflicts were about.

—Who was involved.

—How differences were settled (if they were).

EXTENDING THE LESSON

As you study, in your text, the framing of the Constitution, you can use a chart to clarify the constitutional questions over which there was conflict, along with the means found to resolve them.

Here is the beginning of such a chart:

Subject	What Some Wanted	What Others Wanted	Resolution
Presidency	King-like figure	A chairman	Compromise: A strong president balanced by other branches
Bill of Rights	Written Bill of Rights	Rights implied in the Constitution	Win-lose: Bill of Rights included

Some cross-cultural comparisons can also enliven your study of the Constitution and give your students a broader perspective on its principles and mechanics. Two examples:

a. *The Bill of Rights:* To what extent was it written as a reaction to recent conflicts with Britain? To what extent did it reflect a wave of thought from Europe about the dignity of the individual? Compare our Bill of Rights to the United Nations' "Declaration of Human Rights." Could such a Declaration have been written for the world of 1789? Why or why not? Why have we needed to change our Bill of Rights over time? (Response to changing situations and values.)

b. *Majority vote:* As Madison said, the majority vote is the basis of democracy. Why then did the framers of the Constitution place so many checks and balances on it? You can help your students see why protection for the minority is important through the lesson "The Hostiles vs. the Friendlies." It's an extreme example of a culture that doesn't believe majority rule is fair.

Lesson 5

The Hostiles vs. the Friendlies

(Student material, p. 38)

PURPOSE

This short story tells how another culture uses a method other than majority rule to settle a conflict. It should stimulate students to reexamine familiar American ways of resolving conflict and to analyze with some care any proposed method of conflict resolution.

OBJECTIVE

Students will recognize that the methods used to resolve conflicts are influenced by culture.

TIME

1 class period

PROCEDURE

You may read the story to the class, hand it out as in-class reading, or ask a few students to act it out.

Lesson Ideas

Government and Law

Government has a vital role in regulating conflict. As your class studies government and law through U.S. history, you can use the regulation of conflict as a connecting thread. Introduce the class, via informal discussion, to the two chief aspects of conflict regulation through law:

a. The *regulation* of conflict means two things: First, there have to be *controls* over conflict. To keep conflicts from getting out of hand, people agree to abide by certain rules. Sometimes these rules will be put in the form of laws or written regulations. Thus, a football game is played according to set rules; otherwise there would be complete chaos. Another example is traffic laws—disputes over who should drive where are reduced by traffic laws and regulations.

b. The second factor in regulating conflict is the provision of ways for people to *express* disagreement. In other words, controlling conflict does not necessarily mean trying to eliminate it; instead, we might agree that certain ways of expressing it are acceptable. For example, if two motorists do get into an argument over the right of way, we don't expect them to settle the matter with clubs. An appeal to officials or taking the matter to court are ways society provides for resolving such difficulties.

Students can see how these work in practice through the two lessons that follow. The first presents a situation in which there is not enough government—too few controls over conflict. The second presents a situation in which an individual has to struggle to be heard—and the controls nearly overpower her. The second lesson also demonstrates how the *rules* of government, including representation and voting, can save citizens from the harm that may come from people in the government bureaucracy.

Lesson 6

The Vigilance Committee

(Student material, pp. 39–40)

PURPOSE

This story of frontier justice (and injustice) illustrates what can happen when there are no agreed-upon, ordered ways to control conflict or to allow for the expression of conflict.

OBJECTIVES

Students will—

Understand that in the absence of effective government and law, people will establish their own rules, often outside the law.

Recognize that taking the law into their own hands can lead to new conflicts and innocent victims.

TIME

1 class period for reading and discussion

PROCEDURE

The story is good for reading aloud.

Lesson 7

How to Save the Barrio

(Student material, pp. 41–42)

PURPOSE

Students examine a conflict between individuals and government, then simulate a city council effort to resolve the problem.

OBJECTIVE

Students will give examples of how citizens can use government to gain changes they want.

TIME

1 class period for reading and introductory discussion, and 1 class period or more for city council debate

PROCEDURE

Government is designed to provide ways of bringing conflicting interests together. But often the citizen finds himself or herself tangled in a dispute with some level of government. Students will encounter this in one woman's experiences, as described in the reading.

The reading provides a setting for a city-council debate which the students can simulate. Here they will see that (a) government does in fact provide the machinery for resolving and regulating conflict; and (b) change can be brought about by citizen participation.

1. Assign the reading. See that students read the introductory questions first.

2. Discuss the introductory questions to be sure students understand the issues. The questions following the reading can be used to speculate about possible solutions—especially the plan proposed by Kelly Rollings.

3. For the second class period, assign the six roles described in the student materials. The rest of the class can act as the Council and elect a chairperson.

4. Allow people with assigned roles time to try to persuade the Council to vote for the solution they favor. The chairperson should ask each for a statement and the full Council can then debate the issue. Call for a vote a few minutes before the end of the period—or postpone it to the next class session if debate is lively.

5. List on the board the issues that were debated (this can be done during the council meeting). Then list the resolutions decided on. What conflicts still remain? What do the students think should be done next?

EVALUATION

Students should be able to apply to contemporary settings what they have learned about the regulation of conflict in history.

ADDITIONAL RESOURCES

Social Education, February 1974. "Teaching about the American Revolution" is useful for teaching about conflict, values, and the American Revolution.

Conflict and change in relation to the Constitution and the law are touched on in many law education materials, notably those put out by Law in a Free Society (606 Wilshire Boulevard, Suite 600, Santa Monica, CA 90401). Ask your local Bar Association for help in obtaining law education materials.

Unit 5. The Black Struggle: To Emancipation

Students should be aware that the black struggle for equal participation and opportunity is an ongoing social conflict that has been part of the American story since the Colonial period. They will encounter various episodes of this struggle throughout their study, including the continuing drive today for equal rights.

In this unit, the lessons and teaching suggestions focus on one major period—that leading up to and including the Civil War. Through these activities, students will be able to apply the two major themes to the continuing drama, including new episodes they will encounter later in the course.

OBJECTIVES

Students will—

Identify a variety of ways in which conflict over the position of black people in the U.S. has been expressed.

Give examples of how the expressions of conflict in the black struggle led to change.

Explain how and why conflict escalated over the slavery issue.

Give reasons why a conflict may become violent.

Evaluate ways in which conflicts over the black situation were resolved or handled.

Compare these past conflicts and changes with events in their own lives and times.

Lesson Ideas

The Road to Civil War

A framework of questions dealing with the dynamics of conflict and change can help your class understand the sequence of developments preceding the Civil War. They also allow the students to compare specific situations with experiences more familiar to them—including some in their own lives. Use this framework, then, as a basis for some of your class discussions and activities. We have keyed four specific lessons to the framework; it can also be applied to text materials.

The Framework

1. Who was in conflict over the slavery issue? Consider:
   a. Some whites supported the black cause from the beginning.
   b. Some blacks, in Africa and the U.S., favored the institution of slavery.
   c. Pro- and antislavery sides had many shades of feeling and belief.
   d. How did people switch sides?

   (See Lesson 8)

2. How did slaves express feelings of conflict about their roles? Consider:
   a. Runaways
   b. Giving up or becoming cynical
   c. Covert expressions of conflict
   d. Defiance, and its repercussions

3. How did cultural and economic change contribute to the conflict? Consider:
   a. The growing importance of cotton
   b. The rise of industry
   c. The growth of cities
   d. Expansion westward

4. How were books and newspapers involved? For example, did *Uncle Tom's Cabin* ease the situation or did it sharpen lines between the two sides? Can you think of a present or recent conflict where the press plays or played an important role?

5. How did important leaders influence people's opinions? Consider:

Henry Clay	Lydia Maria Child
Daniel Webster	Frederick Douglass
Abraham Lincoln	Angelina Grimke
Stephen A. Douglas	

   Can you find a modern controversy where leaders were important in changing people's minds? For example, could you compare anyone in the pre-Civil War period with people like Martin Luther King or Ralph Nader or George Wallace?

6. What nonviolent methods were tried to resolve the conflict? How successful were the following:

debates	votes in Congress
forming new political parties	elections
	compromise

   (See Lesson 9)

7. Prior to the war itself, what violent methods were tried? Describe such examples as these:

mob action—e.g., lynching	slave rebellion
John Brown's raid	Bloody Kansas

   a. What reasons do you think were behind the violence?
   b. To what extent were these acts successful?
   c. How might violence have been avoided?

(See Lesson 10)

8. Describe some inner conflicts faced by individuals and how they were resolved. For example:
   a. What inner conflicts did people like Robert E. Lee face? What do you think you would have done?
   b. What inner conflicts did Lincoln face over the conduct of the war? Over freeing the slaves?
   c. Write about an inner conflict faced by a character in a movie or television drama.

(See Lesson 11)

9. Why did elements of conflict continue after the Civil War? Consider:
   a. The frustration of losing
   b. Hostility between whites and blacks
   c. The role of the carpetbaggers
   d. The economic dominance of the North

Lesson 8

Hidden Conflict in Slave Stories

(Student material, pp. 43–44)

PURPOSE

The two brief animal stories, part of American slave folklore, show how feelings surrounding conflict can be displaced and eased somewhat through creative expression.

TIME

2 class periods

PROCEDURE

1. Begin by talking with the class about ways to handle angry feelings, when it seems impossible to change the situation that brought them about. For instance, your parents refuse to let you watch your favorite TV show. You have to stay in the house. What do you do? (See student introduction for further suggestions.)

2. Explain that the slaves often sang songs or told stories to express their frustrated feelings. Students may know the words to some spirituals that illustrate this. The animal stories of Brer (Brother) Fox and Brer Rabbit will probably be familiar to your class, but they may not know that these served a purpose similar to that of the songs. Explain that the stories have origins in African tales, but that the slaves changed the plots to fit their situation in America.

3. Pass out the stories, read, and use the questions at the end for discussion.

4. Assign groups of students to write their own Brer Fox and Brer Rabbit tales. They may enjoy putting their stories in more contemporary times. The main idea, however, should remain the same: Brer Rabbit is the "underdog," yet he outwits Brer Fox. Examples: A story might feature Brer Fox as a landlord and Brer Rabbit as a poor tenant. Or Brer Rabbit might represent a young child, and Brer Fox an older bully.

Lesson 9

The Use of Violence: A Riot

(Student material, pp. 45–46)

PURPOSE

This first-hand account of violence between escaped slaves and slave catchers should encourage students to look beyond an easy "good guys–bad guys" approach. Students are asked to consider the causes of violence, how it is handled, what its costs are, and how it might be avoided.

TIME

1–2 class periods

PROCEDURE

1. You will want to introduce this lesson while students are studying events that led up to the Civil War, especially the Fugitive Slave Law. It is useful to be able to compare this incident with different violent incidents such as Nat Turner's rebellion and John Brown's raid.

2. Begin with a brief talk about the treatment of violence in America. TV is a good point of reference here. Ask about the violence students often see on TV. What are the usual causes? Which figures usually "win"? Are the costs of violence shown to be great?

3. Hand out the reading with the introduction. Some students may find this first-hand account a little difficult. You may want to read it aloud, to gauge class comprehension. Discussion questions follow the reading, plus an assignment to students to rewrite the violent ending.

Lesson 10

Two Social Protest Movements

(Student material, pp. 47–48)

PURPOSE

As students work with a set of related speeches about abolition and women's rights, they will consider that aspects of this sort of conflict can be healthy. They will also be evaluating some tactics of the movements.

TIME

1–2 class periods, depending on how you want to weave this lesson into material you are already teaching

PROCEDURE

Begin by asking the students what they think of protest movements. They may have a black-or-white attitude: protest is inherently evil or good. Find out protests they have heard about; what tactics were used, what the results were. Offer some contrasting examples of social protest from recent times: petitioning, speechmaking for a cause, rallies, etc. Point out that some are successful, some not; some peaceful, others violent. But without social protest of some sort, important changes would not have occurred as soon as they did (i.e., the independence of the United States, the end of slavery, protection of the environment).

After you've thus set the stage, read and discuss according to the directions in the student materials.

Lesson 11

Lincoln and Lee: The Struggle Within

(Student material, pp. 49–50)

PURPOSE

Students will explore the inner conflicts faced by both President Lincoln and Robert E. Lee as they agonized over their principles in the face of the Civil War. This will help develop sensitivity to the human side of that struggle and build understanding of another aspect of human conflict.

PROCEDURE

1. Introduce the idea of inner conflict. Some questions for class discussion would be:

   —Have you ever felt a conflict between what you *had* to do and what you wanted to do?

   —Inner conflicts are often hard to resolve. We repeat to ourselves all the arguments on both sides and still can't decide what to do. What are examples of inner conflicts you have faced? Which were hardest to settle? What helped to resolve them?

2. Use the role sheets *after* the class has completed their text assignment on the opening of the Civil War. If the text does not go into Lincoln's struggle, explain that he faced an inner conflict over whether or not to issue the Emancipation Proclamation.

   Pass out the role sheets, which show some of the arguments with which Lincoln wrestled.

3. Select four students and ask each of them to present to the class one of the four roles. Everyone else has to play Lincoln, listening to arguments and replies, trying to make up his mind.

4. Discuss the arguments and the kinds of pressures they might engender—e.g., did they make one feel that one wanted to avoid the issue? Was there anger or frustration? How do you think Lincoln would have felt?

5. Distribute Lincoln's response to Horace Greeley which explains Lincoln's point of view. Ask students if this position changes the view of Lincoln as the "Great Emancipator." Why or why not? (Students should recognize that he maintained his moral convictions.)

   From a language arts point of view, the quotation is interesting for two reasons:

   —Notice the words Lincoln has chosen to emphasize. Ask the class how this adds to the meaning.

   —He presents a clear and logical argument, which has great power. How does he do this?

6. Hand out the reading about Robert E. Lee. Use these questions as discussion starters:

   —What was the inner conflict Lee faced?

   —Have you ever had a problem of divided loyalties—for example, where you knew that a friend had done something wrong and you were asked about it?

   —Lee's inner conflict, of course, represented something more serious than such difficulties, but in what ways do you think the *feelings* would be similar?

   —How do you think Lee's decision influenced the course of the war?

EVALUATION

Students will probably express empathy for the plight of both men. Take note if they condemn Lincoln for not acting by his moral convictions. And keep in mind that while there are no absolutely right or wrong judgments in this case of conflicting values, students should have a logical basis for positions they take. They may feel he should have acted according to his *moral* convictions rather than his *official* duties. This raises interesting echoes about dissent, from the Vietnam War policy among high government officials to the tangled web of Watergate/post-Watergate.

Unit 6. The Industrial Revolution: Machines and People

The Industrial Revolution ranks as one of the great changes in human history—a change still going on. We are used to thinking of it as a period of great progress. And it is. But it was, and is, characterized by tremendous social, economic, and political upheaval. As has so often been the case in this handbook, our major focus in this unit is on how people were affected. The lessons and activities here emphasize the impact of industrialization on workers: how ways of work changed, and how workers responded to changes.

The material has been arranged to form a sequence, with later lessons building on earlier ones. You may prefer to use the items separately, if they fit your teaching needs better that way.

OBJECTIVES

Students will—

- Compare attitudes of craft and industrial workers toward their jobs and employers.
- Give examples of conflicts arising from industrial change.
- Define ways in which workers organized to meet new needs.
- Identify reasons why labor-management conflict persists.
- Give examples of ways of resolving labor-management disputes.
- Use a case study to compare workers' attitudes today with those of the past.

Lesson 12

The Craft Shop

(Student material, p. 51)

PURPOSE

Students will use a fictionalized letter from a silversmith's apprentice to consider what work was like before mass-production machines were introduced into manufacturing. This is best used in conjunction with Lesson 13.

TIME

1–3 class periods, depending on class experience with the concepts

PROCEDURE

There is a students' introduction to the lesson, and this can be used as an introduction to the unit as a whole. The questions in the last paragraph can be referred to as students work their way through the materials.

After students have read (or heard) the introduction, discuss briefly how change can lead to conflict. This is particularly useful if your class has not worked with other lessons in the handbook. Begin with examples close to home: Suppose your family moves to a new town (change). What new conflicts do you face in life

as a result? How can these conflicts be *healthy* (help you learn to get along with others, to spend time alone, to give support to your family, etc.)? Another example: Suppose we run out of oil in the next 25 years (some say we will). What conflicts among us may result? How can Americans work now to ease those conflicts?

Provide the class with the student reading and discussion questions. You may want to enrich your discussion by inviting a modern-day apprentice to your class (they still exist). Hunt one up by looking in the Yellow Pages under such topics as Printing or Furniture Repair. Ask the apprentice how similar his work is to that of the 1790s silversmith's boy.

Lesson 13

Mr. Ford's Assembly Line

(Student material, p. 52)

PURPOSE

The first-hand story of how Ford's assembly line was dreamed up is fun to read. Students can use it to make comparisons with the previous lesson, and look ahead to the consequences of the invention.

TIME

1 class period

PROCEDURE

Read and discuss as indicated in the student materials. You may want to preface the reading with some information about what kind of person Henry Ford was. There are many good junior biographies available. Ask the class: Do you think Ford foresaw the changes his assembly line would make in American life?

Lesson 14

Assembly-Line Activity

(Student material, pp. 53–55)

PURPOSE

This activity brings the assembly line alive for students. While some students simulate the work of craft workers, others form part of an assembly line in class. The preceding story about Henry Ford will probably lead the class to expect greater efficiency from the assembly line. But the activity will also help bring out the impact of such work upon individuals on the job.

TIME

1 full class period, plus parts of periods before and after for preparation and debriefing

MATERIALS

Pencils for the whole class, plus a few colored pencils; blank paper; one copy per student of roles and debriefing sheet; one copy *per assembly line* (see Procedure below) of auto-parts patterns.

PROCEDURE

1. Tell your class they are going to work, and will compare notes on work methods. Prepare for this activity by dividing the class into groups: Assembly-Line Workers (12 students per line); Crewleaders (2 per assembly line); and Craft Workers (5 or 6 students). Pass out student roles and go over them so everyone understands what to do. Tell the class that the entire next period will be devoted to factory work.

2. Prepare the room for the working period: arrange the desks or chairs of the assembly-line workers in a line. Cut up the auto pattern sheets and place one pattern on each desk in numbered sequence. Stockpile blank paper on the first desk. Set the desks of the craft workers where each individual will be least in contact with the others. Stockpile paper at each desk. Provide pencils for all.

3. Run the activity all period, as though your classroom were a workshop.

4. Assignment: Ask each student to write a one-page "diary" about what happened and how he or she felt about the work. This will be a help with debriefing the next day.

5. Next period, pass out debriefing sheet and discuss student responses.

ALTERNATIVE

You may wish to use the workshop to put together a useful product, such as workbooks for your class, posters for a worthy cause, or even something your students can sell. Use the experience to talk about the products of manufacturing: Do workers care about what they make? What encourages caring? What aspects of the industrial system sometimes separate workers from the products of their labor? What might be done to change these?

Lesson 15

A Girl on the Line

(Student material, p. 56)

PURPOSE

This reading from Theodore Dreiser's novel *Sister Carrie* allows students to empathize with a turn-of-the-century industrial worker, and to compare their experience in the previous lesson with hers.

TIME

1 class period

PROCEDURE

Read as indicated in student materials. You may want a formal discussion of Carrie's experience, or you may want simply to let this reading soak in without laboring the point.

EXTENDING THE LESSON

Invite a local union representative to your class to talk about modern industrial conditions. The class should be ready to ask what has changed since Carrie's day (1900), and what means workers can use to improve their working conditions.

Lesson 16

Samuel Gompers' Story

(Student material, pp. 57–58)

PURPOSE

This brief biography of Gompers gives students some insights into early labor-management difficulties. The research activity that follows will introduce them to methods of resolving those conflicts.

TIME

1 class period for reading and discussion, plus home or in-school time to complete the research assignment, and 1 class period for reports

PROCEDURE

1. Hand out Gompers' story for reading and discussion as indicated in student materials.
2. Research assignment: Explain that, as the gap grew between workers and industrial owners, it became clear that changes would have to be made. In time, both sides found tools with which they could resolve conflicts and make the changes they thought were needed. Some of these tools are listed below:

strike	boycott
sit-down strike	minimum wage law
closed shop	collective bargaining
lockout	arbitration
right-to-work laws	Taft-Hartley Law

Assign each term to a group of students to—
   a. Define the term.
   b. Find one event in U.S. history in which the "tool" was employed (using text and other reference books).

3. Ask each group to report its findings to the class. Use the following questions to compare the "tools":
   a. Does this tool benefit workers, or owners, or both?
   b. Did it help resolve conflict in your example, or escalate it?
   c. Would another action have been better in your example? Why or why not?
   d. How would you feel about what happened if you were a worker? An owner? A consumer?

EVALUATION

Reading for comprehension: The story of Gompers is introduced by four questions. These questions should give students an idea of things to look for in the reading. You can assess their progress in dealing with the questions as they read. Vocabulary words have been underlined.

Lesson 17

Trouble in the Mines

(Student material, pp. 59–60)

PURPOSE

Students can compare past labor disputes with an account of a strike in 1978. This should reinforce the idea of long-lasting conflict; comparisons also involve analyzing the reactions of people to events.

TIME

1–2 class periods

PROCEDURE

Reproduce and distribute the readings. The questions at the end of the reading form the basis for class discussion.

EVALUATION

Note how well students are making comparisons across time. They should see similarities between present and past in the attitudes and feelings of workers, in methods used, and in the deadlocked situation.

Lesson Ideas

Labor Conflict Chart

(Student material, p. 61)

Why does labor conflict persist even after a particular issue has been settled?

This is a good question for students to deal with—it will help them to see that conflict is not a simple matter, which can always be resolved completely. In fact, deep conflicts persist in the workplace, with tensions sometimes submerged, other times exploding into overt conflict.

To bring this point home—and to aid in creating order out of textbook or other accounts—students can apply a simple framework of questions to any conflict between labor and management. A framework is presented in a chart form that students may find easy and helpful to use.

Unit 7. The Age of Modern Technology: Coping With Change

Students may have difficulty gaining a realistic sense of what is meant by change. They see their world as something fixed and unchangeable or, if it is changing, as doing so in some logical, orderly way. It is especially hard to comprehend the impact of change on individuals in different cultures or at different times in history. Nevertheless, in their own lifetimes they will have to respond to a vast array of changes.

The activities in this unit are designed to help students gain a better understanding of change, how it affects people's lives, and how people have responded or are responding to it.

Note:

There is a major change in the format and possible approaches for these Unit 7 materials. The project has placed a strong emphasis on multidisciplinary approaches. In this unit, we encourage history teachers to work with teachers of other subject areas in developing lessons and activities. This will be easy in schools that are structured for multidisciplinary courses, including those with humanities programs. Others will find it more difficult to synchronize times, materials, topics, and other factors. If such cooperation is not possible, American history teachers can easily adapt the materials to needs of their present course.

Lesson 18

Journeys That Made the World Smaller

(Student material, pp. 62–64)

AREAS OF STUDY

Language Arts (reading, writing) Mathematics
Social Studies (history, world studies) Science

PURPOSE

Reading, mapping, and mathematics skills are combined to show how two pioneering journeys (Nellie Bly's trip around the world and the first flight across the Pacific) served to shrink time and space. The students will gain some idea of how people felt about these changes at the time and how life on our planet was transformed.

OBJECTIVES

Students will—

- Use stories, map skills, and mathematics to measure increased speed of transportation and communication over a 100-year period.
- Identify relationships between changes in time and changes in ways of traveling and communication.
- Work in groups to discover how space satellites change modern communication.
- Image themselves taking part in a journey that makes the world smaller.

TIME

3–4 class periods

MATERIALS

Resource books on modern space travel and communications satellites. (Useful sources are: Walter B. Hendrickson, *Satellites and What They Do* [Bobbs-Merrill Co., 1963]; Hubert A. Smith, et al., *Modern Science: The New Laidlaw Science Program* [Laidlaw Brothers, 1974], Level 6.) World map or globe showing physical features.

PROCEDURE

Young people tend to take for granted the ease and speed of modern communication and travel. It is dif-

ficult for them to grasp how much has changed in a very short time.

The two stories in this lesson are designed to increase awareness of how fast and profound technological changes have been. You might introduce the story of Nellie Bly by taking students back to the year 1889. Ask if they know of anyone who is 90 years old, or older. Those people were alive when the story takes place. Then, using pictures in history texts or other sources, you can impress upon them how different their community (or the United States as a whole) looked then. You might put on the chalkboard lists of those things in the pictures that we don't see today and another list of things we're used to that did not exist in 1389. Concentrate on communication and transportation. For example, horses, wagons, and carriages have been replaced by cars and trucks. Railroads were the fastest way to travel (up to 60 mph), but few countries had railroad lines. There were steamships, but no airplanes.

Once the setting has been established, use the story in a reading period or for practice in reading aloud. The questions require the students to interpret the reading and also to use maps and mathematics to arrive at answers. If you pause in the story to look at the map or globe, the students should see that mountains, deserts, and perhaps jungle could form barriers for Nellie.

On the next day tell them that the second story takes place in 1935. How long ago was that? Would their grandparents remember this second journey? How long was it after Nellie Bly's trip? Emphasize that this second trip took place about halfway between 1889 and today. Remind them that many people still alive remember *both* famous journeys.

Again, have the students read the story and work out the answers to the questions.

Answers to Questions

The Race Against Time

1. The trip covered about 30,000 miles. That means an average of nearly 420 miles each day.
2. a. Telegraphs were used for stories; some went through the mail by ship.
   b. Railroad and steamship.
3. The travel distance from San Francisco to St. Louis is nearly 2,000 miles. Even at top stagecoach speed, it would have taken her roughly 25 days. She would have lost the race.
4. a. When Nellie tried to send a cable from Italy, the operator had never heard of New York.
   b. People reading about Nellie Bly's adventures became more aware of the places she visited. (Help the students see that as more people traveled to and communicated with other places, people in different parts of the world were learning more about each other.)
5. The students will probably guess that others tried to beat Nellie's record. Many will recognize that automobiles and especially airplanes would speed the journey.

The Easy Adventure

1. The *China Clipper* took about 100 hours to travel 8,000 miles, including stops. At the same rate Nellie Bly could have traveled 30,000 miles in under 400 hours—less than 17 days. The precision of students' answers will depend on their math skills.
2. The plane took off from and landed on water. This would help if they had trouble on the flight: they could land on the ocean without crashing, unless the waves were too high.
3. About 4 times faster: the *China Clipper* made its journey in about 4½ days—even with stopovers.
4. Mail traveled across the Pacific much faster by air.
5. By now, most of the students should see how changes were making it easier to travel and communicate over great distances. Thus, the Philippines once seemed very far away. Now they seem much closer.

Exploring on Your Own

You might use science classes for these explorations. This is a good chance for students to gain experience in library research and to have resource books in the room. If children are interested, they might make model drawings of their space colony or show how communications satellites work.

Extending the Lesson

You can apply what the class has learned to other topics that share the implications of shrinking time and space. The development of modern industry in this country is one example. A lesson which shows how industry depends on fast transportation and instant communication, and on resources and markets throughout the nation (and the world) will help the class sense the importance of changes in travel and communication. Similarly, studies of nations which are in the process of modernizing will indicate how peoples' lives in other places have been influenced by the stories of pioneering that the class has just encountered.

Lesson 19

What Use Is an Electrical Toy?

(Student material, pp. 65–66)

AREAS OF STUDY

Language Arts	Social Studies
Reading	Science
Reporting	Art
Writing Skills	

PURPOSE

As indicated earlier, work with teachers in other subject areas if at all possible. This can add important dimensions to the learning experience and can help the students understand the relationships among courses. The purpose of the activities outlined here is to explore more fully the impact of change and people's response to it.

OBJECTIVES

Students will—

Draw inferences about why people were slow to recognize the communications potential of the telephone. Use the telephone as a case study in technological change.

Through a variety of activities—creating a systems model, writing a newspaper account, preparing oral reports—evaluate ways in which the telephone contributed to worldwide interdependence.

TIME

4–6 class periods

MATERIALS

Optional: materials for creating models of the telephone or telegraph.

PROCEDURE

This lesson consists of a series of activities that can be worked on in pairs or by small groups. The assignments can be completed within a specific course—social studies or language arts. However, for the development of particular skills (art, science, writing, etc.) it will be helpful if you can work with teachers in other subject areas.

Photocopy the student materials "What Use Is an Electrical Toy?" and distribute or read to the class the opening statement, which refers to an invention without naming the telephone. After the students have tried to guess what the invention is, distribute the activity sheets (notice that the introduction to the activities provides the answer). Activity 1, "The Historical Setting," can be used as the basis for class discussion of how people responded to Bell's invention. Or, you may prefer to include this with the other group activities. Choices of activities can be voluntary or made on the basis of interest or skills needs.

The activities, and the courses in which they might be worked on, are:

1. *The historical setting*
   American history, sociology
2. *Accepting the invention*
   English, journalism
3. *How does it work?*
   science
4. *The impact of the telephone*
   American history, art, English (preparing oral reports)
5. *The individual and the telephone*
   American history, sociology, English (communication), contemporary issues
6. *The telephone and other inventions*
   American history
7. *The telephone and other things*
   science, English, drama
8. *Future changes*
   science, art (optional)

Allow two to three days for completion of assignments, then two or three class periods for reports and discussion. Discussion should center on (a) people's response to technological change; (b) how innovations like the telephone connect us to distant points.

EXTENDING THE LESSON

In almost any course, you can explore other cases where people have had difficulty adjusting to or accepting new ideas: new kinds of music or poetry; new roles for government, as in the New Deal; economic changes such as the factory system; or, today, the need to recognize that the earth's resources are limited. Area or world studies might be used for comparison in finding out how other societies responded to the arrival of Western technology—or imperialism.

Lesson 20

Companies That Span the Globe

(Student material, pp. 67–68)

AREAS OF STUDY

Social Studies	Language Arts
Modern History	Writing
Economics	Art
Culture or World Studies	Drama/Role Playing

PURPOSE

In these multidisciplinary activities, students will explore one of the great changes we are living with now: the growing importance of corporations that operate on a global basis.

OBJECTIVES

Students will—

- Draw inferences about the nature of global companies from charts and advertisements.
- Hypothesize about (a) the reasons for global operations, and (b) the impact of global companies.
- Recognize that global corporations are one force making part of the world more *interdependent*.
- Through reading and role playing infer that this increased *interdependence* has both positive and negative effects on people's lives.

TIME

2 class periods

MATERIALS

Optional: back issues of magazines (*Time, Newsweek, U.S. News and World Report, Fortune, National Geographic*); colored yarns; art supplies for making posters.

PROCEDURE

For the first activity, divide the class into groups of 4 or 5 and hand each the list of brand names to identify. After 5 to 10 minutes, urge them to guess about the ownership of those they don't know. In fact, all these well-known products are from companies owned or controlled by non-American corporations—even though the addresses on some of the product labels are American. This should be an eye-opener for your students and raise curiosity about what it means.

The home countries of the parent corporations are:

Nestlé—Switzerland
Volvo—Sweden
Libby—Switzerland
Volkswagen—Germany
Good Humor—Great Britain
Pepsodent—Netherlands and Great Britain
Shell—Netherlands and Great Britain
Keebler—Great Britain
Sony—Japan
Magnavox—Netherlands
Scripto—Great Britain
Lipton—Great Britain
Baskin-Robbins—Great Britain

Use the term *global corporations* or *multinational corporations* to describe such companies *that produce and sell* goods or services in more than one country.

The next two activities will help students understand some of the reasons for multinational business. Ask the groups of 4 or 5 to analyze the IHI ad (Activity 2), and consider some of the factors which go into deciding the location of a multinational's factories (Activity 3).

You might write on the chalkboard the groups' answers to the questions in Activity 2. In Activity 3, students should see that, in addition to labor costs, they would have to consider transportation costs for shipping raw materials, parts, and finished products.

Two assignments conclude this part of the lesson (see student materials). The magazine ad can be done in class or used as a homework assignment. If in class, encourage Group 1 to bring in more ads for the next day. Optional: on a large wall map, use colored yarn to connect your community with (a) foreign countries whose goods you commonly use, and (b) countries where your local corporations also operate.

Lesson 21

Death by Transfer: The Impact at Home

(Student material, pp. 69–70)

AREAS OF STUDY

Social Studies (current affairs, economics, culture or global studies)	Language Arts (writing, advertising)
	Art
	Drama (role playing)

PURPOSE

Students will work through conflicts that emerge when a company (in this case, imaginary) shifts its

operations to another part of the world. This will give them a feeling for how people's lives can be disrupted by the trend of globe-wide events. It is helpful to use this activity with Lesson 22.

TIME

2–4 class periods, depending on assignments

PROCEDURE

You might start the period by talking about what students discovered in the previous assignments. They should by now sense that (a) global corporations are extremely active and widespread, and (b) their daily lives are influenced by the advertising and products of these firms.

Have the students read "Death by Transfer" and role-play a conversation at the local McDonald's, talking about what has happened and what they are going to do.

In discussing the situations, draw on personal experiences, if the students have had any that apply. This would be a good opportunity to invite a representative from a local company with overseas operations. After this part, students might be asked to prepare a magazine ad for a hypothetical corporation or write a letter home as if they were en route to a corporate job overseas (see assignment in student materials).

Lesson 22

Between Two Worlds: The Impact Elsewhere

(Student material, p. 70)

AREAS OF STUDY

Social Studies (current affairs, economics, culture or global studies)
Language Arts (writing, advertising)
Art
Drama (role playing)

PURPOSE

This fictionalized exchange of letters between two Venezuelan teen-agers provides a cross-cultural comparison with the material in the previous lesson. It will also develop the sense that (a) these companies have an impact that ignores national boundaries; and (b) the impact has both positive and negative elements.

TIME

1–2 class periods

PROCEDURE

Start the period by discussing the homework assignments and displaying the ads from the previous lesson. Have some volunteers read their letters home, and talk about any interesting features that emerge. Then proceed to the letter exchange between the two Venezuelans. These two letters can be read in class or be the basis for another homework assignment. If used in conjunction with language arts, you might want to have students write answering letters. The letters can also be used for a role-playing dialogue. Do the students see that global companies are perceived as either good or bad—or perhaps as a mixture of both? The discussion questions will help draw together the lesson.

Lesson 23

Constructing a Family History

(Student material, pp. 71–72)

PURPOSE

The exploration of family histories has become increasingly popular. The task is more difficult for some families than others, but even students who can trace their family histories only to grandparents will probably find new and interesting information about their own backgrounds. The effort will increase awareness of how major national and international events have influenced people's lives.

AREAS OF STUDY

Social Studies (families, U.S./world history, using resource material, interpreting data)
Language Arts (writing)

OBJECTIVES

Students will—

Construct family trees extending back at least three generations.
Form hypotheses about the connections between family changes and historical events.
Generalize about family changes in recent history.
Make predictions about possible future changes in American families.

TIME

Time needed will vary over a one- to two-week period

Materials

White paper, colored pencils, resource books (see listing).

Procedure

Begin by spending a class period setting up the assignment. You might want to start by reading aloud the opening passages of Alex Haley's *Roots*. As a basis for discussion, use such questions as:

—Who in the class knows when and how their family came to this community? To this country?
—Where did they come from and why?
—How far back can you trace your family histories?

The last question can be used to construct a rough draft of family trees. You can use your own as a model or use the one provided. Variations on the form can be used to meet individual needs. Allow 10 to 15 minutes for constructing the rough draft.

Another point to consider is national and ethnic background. Most students will have some idea, however vague, of where members of their family have come from. Locate on a world map or globe as many points of origin as the class can manage.

Ask if anyone knows of a major event that caused the family to move—war, the hope for better jobs, having relatives in the U.S., slavery, and so on.

Discuss any problems that have arisen in constructing the rough drafts. If there are divorced parents or other situations students may feel uncomfortable about, make a general statement that people will not be required to disclose any information about their families they would prefer not to. Instead, they will be able to select individuals they want to know more about; this will be the basis for writing a portion of the family's history.

Pass out the assignment sheets and have them begin work as a homework assignment. The completed assignment should be due in one or two weeks, depending on your own judgment of students' interest and their ability to find sufficient information.

Class time may be spent for library research, using books in the classroom, or working on specific problems. This should allow time to work with students on an individual basis.

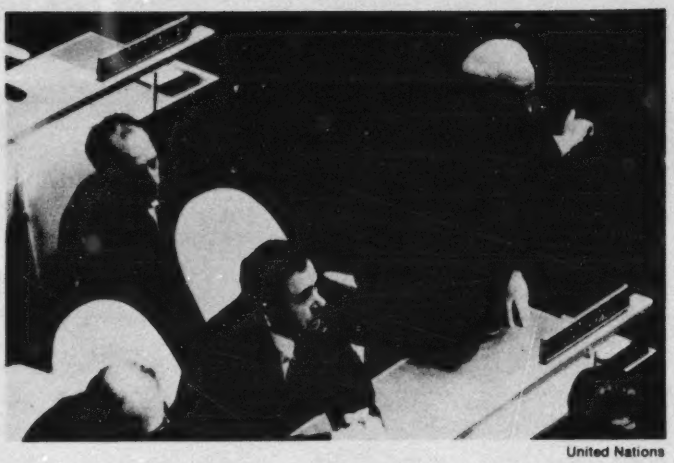
On the day assignments are due, you can use as much time as profitable reading the submitted papers and going over family trees.

Some general discussion questions that will help students pull the task together can include:

1. What are some of the major changes that have taken place in your family?
2. What difficulties did you have in constructing your family tree? How do you account for these difficulties?
3. How is your family tied to families outside the United States?
4. What major historical events influenced your family history? In what ways?
5. From all the family histories, can you come to any conclusions about how the American family has changed in this century (e.g., smaller families; tendency away from extended to nuclear family)?
6. Can you make any predictions about how you think the family will change in the next few decades? How will these changes come about—or, what factors will influence the changes you predict?

Resources

General reference works on family history should be available in the classroom. A good example is David Weitzman's *My Backyard History* (Boston: Little, Brown & Co., 1973) or *Underfoot* (New York: Scribners, 1976). Many other recent books are available from a public library. Some students might write to the Bureau of the Census to ask for information about someone in their family. These records are available back to about 1880 at a cost of $2.00; the only data needed is the person's name and address and the date. The report will provide a good deal of new and interesting information about that family. This will make students aware of some of the resources they can use for exploring family histories.



United Nations

New York Jets

New York Public Library Picture Collection

Mary Ann Rasmussen

What are the conflicts?

The Pequot War, 1637

You probably have heard the story about Squanto and the Pilgrims? It happened during that first hard year for settlers in the New World. Many of the Pilgrims died of disease. Food was scarce. The weather was more violent than any winter the people had known in England.

But Squanto and his people helped the Pilgrims. They showed the settlers how to plant corn. They gave them food that saved them from starvation. When the first Thanksgiving was held, the Indians were honored guests.

This friendship didn't last. Within a short time, there was warfare between Indians and the newcomers from Europe. Hatred and bloodshed came to be the story of the settlers and the Indians. For over 250 years, the wars went on as the Americans moved westward and one tribe after another surrendered to the power of the settlers. By the late 1800s, all Indian tribes had been forced to live on special land called *reservations*. Usually this was land for which the whites had no use.

Why did this happen? What went wrong? What were the reasons for this long history of violence?

You are going to be reading about one of the first wars between Indians and settlers. See if you can use the story to figure out why the two groups began to fight.

Here is the story:

Why Are We at War?

When you are 14, a musket is a mighty heavy gun. It makes it hard to be a soldier. And when your first duty is to guard a prisoner, soldiering is even more difficult.

That was the position I found myself in. And I have to admit I was scared. My prisoner was a chief named Alinquot, of the Pequot tribe. The event was that bloody affair in 1637 that came to be known as the Pequot War.

Alinquot had been captured near our farm and now he was chained to the wall of our smokehouse. The battle itself was still being fought some miles from the village. Only a handful of older men, and boys like myself, had been left as a home guard. Everything seemed strangely quiet with most of the men gone. There was an eerie sense of danger in the air. The first time I brought food to my prisoner, I was shaking so hard I almost dropped it on him.

I was scared and I was confused. Nothing made much sense to me. Questions were spinning in my mind.

In the first place, there was the gun. Of course, I had learned to hunt. But I had never looked down the barrel of a musket at another human being. What would I do if he came at me or tried to escape? I prayed that he wouldn't put me to the test.

Then, there was Alinquot himself. I had known him almost all my life. He had often traded with my father. His son had become a Christian and came to live in our village. He was the one who had taught me to hunt and to track animals.

But the most difficult thing for me was trying to figure out this war with the Pequot. They had always been our friends. Now, suddenly, we were killing each other. On my third day as guard, I had a chance to talk to Alinquot about it.

It was one of those cold, wet days late in fall that lets you know winter's close. I found Alinquot crouched in a corner of the whitewashed hut. He was hugging his knees to keep warm. I could see his breath in little white puffs of frost, and I handed him the blanket I had brought. He took it but said nothing, and draped it over his shoulders in a careless way. He acted as though he didn't care if he got warm or not. But the gift did seem to remind him of our old friendship.

"The men are still away," I said, hoping to start a conversation. "We have heard no news."

He nodded and stared down at the hard-packed earth of the floor. For a minute, I didn't think he wanted to talk. Then he said: "I fear it will go poorly with my people. This war is an evil thing."

It was the first time he had spoken. I crouched down next to him, bursting with questions, and pretty much forgot I was his guard. "Then why did your people start the war?" I asked. "We had a treaty of friendship."

He gazed at me in his level way, as if he was looking right inside me. "We had no choice," he said. "The Europeans steal our land."

"But you gave up the land. You and the other chiefs put your marks on the treaty." I wasn't meaning to argue with him. I was just trying to understand, and I'm sure he realized that.

He tried to explain. "When you make camp, the land belongs to the first there. They leave, others come and it is then theirs. All in the tribe may share, but none can say it is *his*, as though it were a beaver pelt."

"But," I insisted, "you *sold* the land. You received goods in return."

He shook his head. "We allowed others to use the land. The gifts were a trade for sharing our camp. Now, the Europeans say it is theirs alone. Our hunting lands, too. This is wrong. When you hunt or travel, the land belongs to no one. Many can pass through the same place in a day. But now the whites say we cannot pass through that land."

I was beginning to understand. Alinquot and his people had no idea what it meant to *own* property.

They thought owning meant sharing.

He smiled at me in a fatherly way. "Now you tell me why the whites seek to destroy the Pequot."

"Your people raid the outlying farms," I said to him. "You burn crops, kill people, take prisoners. Also, in a meeting, I heard one man say that all Indians are wasteful. They need a whole forest to supply food for a few families. If that land were cleared and farmed, it could feed hundreds. If the Indians need so much land, the man said, they should move into the wilderness."

I remembered, too, that at that meeting people had argued about going to war against the Pequot. William Hawkins had said the war would be wrong. Settlers kept pushing into forest lands, he had said—lands that were supposed to belong to the Indians. There could never be peace unless we stayed away from Pequot lands.

Many were angry at Hawkins for saying this. Captain Prescott was red with rage. The Indians would murder us all if they weren't taught a lesson, he shouted. Most of the people agreed with him. I decided not to tell Alinquot about this argument among the settlers.

Alinquot said to me: "We raid to keep white people from taking over all our hunting grounds. We have tried to hold them back. But they come in greater and greater numbers. Yes, we could move into the wilderness. But soon the Europeans would fill that, and then where would we go? Perhaps it is best to die here, in our own land."

I felt great sympathy for this proud man. He called the land Indian. We called it ours. Could there ever be peace between the two?

Postscript

Although the story is fiction, all the major events are true. The Pequot War ended with the burning of a fort in which the tribe was trapped. Most of the Pequot were shot or burned to death. Soon, there were only a few of the tribe left. A small group of Pequot still live in New England today. How could you find out more about their life now?

Alinquot's arguments were the same used by other tribal leaders over the next 250 years.

FOR DISCUSSION

1. What were Pequot ideas about owning land? How were the ideas of Europeans different?
2. Why did ideas about land ownership lead to war?
3. As more Europeans came, settlers pushed into the western wilderness. They met new tribes and often signed treaties. Many times these treaties were broken and there was war. What guesses can you make about why these wars started?
4. Members of the same group can be in conflict. Can you find an example of this in the story?
5. People change throughout their lives. How do you think the boy in the story changed? Do you think Alinquot had changed, too? How?
6. Conflicts sometimes happen because people don't understand each other. Do you think this was true in the Pequot War? Explain.

   Did you ever have a conflict because of a misunderstanding? Tell about it.

New York Public Library Picture Collection

The Indian-Settler Conflict

ROLE CARDS

Role 1

The Praying Indians have learned much from European settlers. Most important, they have accepted the Christian religion. But the majority of the Indians in this region remain wild savages. They do not understand even the most simple rules needed for law and order.

Role 2

The land is for all to use. In exchange for goods, others may use the land. But it is still for all to use. The newcomers cannot then say that we must remove ourselves from the land. Like so many things these people do, this does not make sense.

Role 3

When a treaty is signed, the land belongs to us. We clear it and farm it and our children will inherit it. That is a basic law of society. It is certainly easy enough to understand.

Role 4

Their cattle roam into our cornfields and they do nothing to stop it. They say they can't help where the cattle roam. This is nothing but an excuse to use our corn to feed their cattle.

Role 5

One of our men was arrested and put on trial for murder. He was then taken out and hanged. What kind of a way is this for a man of honor to die? To die in battle, that is one thing. To be tied up and hung by a rope—that is the act of cowards.

Role 6

Their ways are very wasteful. It takes so much good land to support them because they would rather hunt than farm. Every day there are more mouths to feed. The land is needed for timber and farms.

Role 7

They think nothing of taking what others use. They come upon land that has been cleared for farming and they take it. This way they don't have to clear the land themselves. Even by their own laws, they see nothing wrong in this.

Role 8

When the weather is hard, watch out for them. They will rob, steal, and even murder to get their hands on food. They are like wild animals.

Joining Up: Family Conflict During the American Revolution

That morning in the summer of 1775 was the first time my brother Nathan and I ever had a serious argument. And it threatened to tear our family apart.

He was busy packing his things. Word had come only an hour before that General Washington and the Continental Army were approaching Cambridge. Nathan had had his heart set on joining up and this was his opportunity. Nothing I or my mother said seemed likely to change his mind. My mother had talked of little else for days.

I made one last effort. I remember I said to him, "We've all had our troubles with the government, Nathan. But what you are about to do is treason."

He stopped, his hand poised above his pack.

"Treason?" he repeated in a quiet voice. "Is it treason when we have no other choice?"

"There are other ways to settle our grievances," I said. "That's what we have laws and government for."

"Do I have to refresh your memory?" he said. His voice was more stern now. "Have we not tried everything? And look where it has led us. It wasn't five years ago that some of your young friends threw snowballs at a British soldier on the Common. Do you remember what happened that day? Three people were killed. Three Americans."

I didn't have to be reminded about the infamous "Boston Massacre." I, too, felt the sorrow of that day and the hardships that followed. But I didn't say that to Nathan. Instead, I said, "That might have been an accident. Maybe that officer didn't mean to give the order to shoot. Besides, that was different from this. This is open revolution."

"Yes, it's revolution," he said, resuming his packing. "And perhaps it's about time. How often has Parliament acted against our interests? Has the King ever acted as though he were our King? I say that our lives are not worth a penny unless we have a voice in our own affairs. Our only chance for freedom is independence—and if we have to fight for it, I mean to fight."

"Then what about the shop?" I asked, hoping to change the argument. "I can run it alone, I suppose. But just about half of what we sell comes from England. Where will we get supplies? No Englishman will sell to us."

"And what good is the business now?" he said bitterly. "Our taxes are a burden. Our fellow citizens don't want to buy British goods."

He paused and looked at me in that calm, level way of his. "Look, brother," he said. "I mean you no ill will. I know I'm leaving you with a burden. You have the shop to run, and I rely on you to look after Mother. I don't like to leave you like this. But I see no other way."

He made me feel very young and very alone. I admired his courage, his determination. I hoped that some day I would be brave enough to follow in his footsteps. But at the time all I could think of was that our safe little home was coming apart and that we were all in danger.

Massachusetts Historical Society

Cartoon in Boston Gazette, May 21, 1754

FOR DISCUSSION

1. The story hints that once the brothers' business had been good and they had lived safely under British law. What changes have brought on Nathan's anger?
2. The two brothers are *in conflict*. What is the conflict about? (What are they arguing about?) In what ways is their conflict like the conflict between the colonies and England? In what ways is it different?
3. The youth telling the story also has a *conflict within himself*. What is that conflict about? Have you ever had a similar experience? Explain.
4. Do you think other colonists had conflicts like the two brothers? How do you think they would be resolved?
5. What pressures were the colonies under to join the revolutionary cause? How was their conflict similar to the brothers'?

Scenes From the Constitutional Convention

Characters

BENJAMIN FRANKLIN, of Pennsylvania, now 81 and in failing health, but always wise and witty. Frequently seems to be asleep, but his mind is ever alert.

GOUVERNEUR MORRIS, of Pennsylvania, equally brilliant whether writing or speaking.

WILLIAM PATERSON, of New Jersey, who presented the New Jersey Plan calling for a national legislature in which each state would have one vote.

ALEXANDER HAMILTON, of New York, a young, aggressive lawyer.

JAMES MADISON, of Virginia, perhaps the most learned man at the convention.

EDMUND RANDOLPH, a member of a leading Virginia family.

GEORGE WASHINGTON, of Virginia, presiding officer of the convention.

SCENE 1

The private dining room of an inn in Philadelphia, early July 1787. Although the time is late evening, the air remains heavy and warm, a constant reminder of the continuing heat wave. The meal is over and two of the five men present are puffing at clay pipes.

FRANKLIN: This has been a most festive table. And yet an air of gloom hangs over us.

MADISON: I do not know if it's the heat or the endless rounds of debate in our meetings. We seem to have little strength left for pleasure.

FRANKLIN: If that is the case, we are in a bad way indeed.

PATERSON (*half-joking*): Sometimes I feel as if our debates will never end. Perhaps we would have been best off merely to amend the Articles of Confederation.

MORRIS: I had thought the one area in which we agreed completely was the necessity for a new government. On that point, at least, our several states seemed willing to cooperate.

RANDOLPH: And I might add that if we had more cooperation from states such as New Jersey, we could begin to make some progress.

PATERSON (*now serious*): The small states can hardly be expected to cooperate in their own enslavement. Perhaps if the gentlemen from the large states did not insist on domination, we would have fewer problems.

MADISON (*standing up and beginning to pace the floor*): Domination is hardly the word. You forget that the basis of representative government demands that the minority submit to the majority. It follows, simply, that the states with more people must have a greater voice in the government.

PATERSON: That is precisely where I disagree. Unless there is an equal vote for each state, the small states will cease to exist.

MORRIS: Do I need to remind the gentleman from New Jersey that his one-vote-for-each-state plan was soundly voted down nearly a month ago?

PATERSON: I have not forgotten. But without such protection, I fear that some of the delegates from small states will soon return to their homes.

MADISON: Perhaps we should lower our voices. I think Mr. Franklin is asleep.

FRANKLIN (*has been napping, now opens his eyes*): I was merely pondering. Your conversation reminds me of the ancient tale of the two-headed snake. Have you heard it? No? Good.

This unfortunate creature was hungry and went off in search of food. A tree blocked its path. One head wanted to pass to the left of the tree. The other head insisted on passing on the right. The two heads could not agree and the snake died of starvation.

MADISON: Not a brilliant story, perhaps, but certainly one of your briefest . . .

The dialogue in "Scenes From the Constitutional Convention" is adapted from James Madison's *Journals of the Federal Convention* (Chicago: Albert, Scott & Co., 1894).

SCENE 2

The convention meeting room in Independence Hall, a month later. The tall windows on either side of the room are kept closed to ensure the privacy of the sessions. Sand has been spread on the street outside to soften the sound of horses and conveyances over the cobblestones. Washington presides, solemn and dignified. The atmosphere is very formal. About 35 delegates are present. The first speaker is Alexander Hamilton.

HAMILTON: The question is not one of liberty, but one of power. How do we divide the power between the states and the national government? I believe that unless the national government is all-powerful, there will be no government.

RANDOLPH: And yet, if the government is too powerful, the Constitution will not be ratified.

PATERSON: I would like to see us include the following proposition: If any state fails to enforce an act of Congress, the executive shall call forth the power of the confederate states to enforce and compel obedience. *(There is a murmur around the room at the drastic proposal. Madison asks him to repeat it, which he does, speaking slowly.)*

HAMILTON: Such an arrangement cannot work. It will lead to civil war, perhaps to an endless series of civil wars.

MADISON: Yes, the use of force will only make the large states impregnable. It could become the cobweb which would entangle the weak to be the sport of the strong.

MORRIS: I sense that Mr. Hamilton contradicts himself. He speaks of an all-powerful national government, but does not seem willing to grant power.

HAMILTON *(becoming annoyed)*: On the contrary. I simply believe the power must be wisely managed not foolishly squandered. . . .

WASHINGTON *(firmly)*: Gentlemen. I think we can keep better control of our tempers.

MADISON *(after a short pause)*: I think that some time ago, in connection with the New Jersey Plan, Mr. Paterson made a proposal which could serve us. Allow me to read it: "Acts of the United States in Congress . . . shall be the *supreme law* of the respective states or their citizens. And the Judiciary shall be bound thereby in their decisions."

PATERSON: If I may clarify. . . . The centeral point is that the national government should act directly on the citizens and the states. Thus, we avoid relying on the states to enforce the law.

RANDOLPH: The plan may work, provided we are clear on what powers belong to the national government and what powers remain with the states.

MADISON: I agree. And I believe that we can establish that clarity.

FOR DISCUSSION

1. How does Franklin's tale relate to the situation the men were facing? How was the small states vs. the large states conflict finally resolved? What *type* of resolution was found?
2. What is the basic conflict in Scene 2? How was it resolved?
3. What might Paterson's motive have been in putting forward his drastic proposition? (It obviously goes against the tenor of his other statements.)
4. Within the two scenes, what evidence do you find of a conflict between resolved by a win-lose situation?
5. Both Franklin and Washington usually stayed out of the actual debates. What influence do you think they might have had on the often-heated arguments?

The Hostiles vs. the Friendlies

In 1900, the man from the United States government came to our village. The government had a new plan to "make the Indian fit for civilization." It seemed that Congress was very busy making laws on what to do with the Indians. The plan called for boarding schools for the children of the Hopi and other tribes. Those of us who were school age were to be sent from our homes so that we could learn to become Americans. We were no longer to be "savages."

Now the village of Oraibi at that time was 800 years old. My people saw no reason to change their culture for that of the white man. Everyone agreed that something had to be done to protest this measure. But there was disagreement over what to do.

The village became divided into two groups. One group came to be known as the Conservatives or Hostiles. The Hostiles believed that the people should resist peacefully. We would simply refuse to go to the schools. But we would not fight the army troops who would come to see that the order was obeyed.

The second group was called the Progressives or Friendlies. The Friendlies did not want to oppose the government. They thought it would be better to give in and not risk violence.

How was this problem settled? There was no talk of having a vote. To the Hopi, a vote is not democratic because it allows the majority to overcome a smaller group. Instead, the two sides held a great tug of war in the square of the village. The losing side was to leave the village. The Friendlies won the contest. The Hostiles packed up their belongings and formed the new village of Hotevila. There, they refused to send their children to the government school. Many parents went to prison.

In the end our side won. The government gave up in the face of the strong passive opposition. Small schools were built in several locations so the children wouldn't have to be sent away to go to school.

Based on *Four Ways of Being Human*, by Gene Lisitzky. (New York: Viking Press, 1976), pp. 238-239 (paperback edition).

FOR DISCUSSION

1. What were the advantages of the tug-of-war method of conflict resolution for these Hopi? What were the disadvantages?
2. Have you ever settled a disagreement this way—by playing a kind of game in which the winner wins both game and argument?
3. Can you think of another possible way to resolve the village conflict that would resist the government pressure and also allow both sides to keep their dignity?
4. What might the U.S. government have done to improve this situation? What cultural attitudes prevented Indians and whites from working together at that time?
5. Would the Hopi method work very well in America today? To what extent does it depend on unlimited space for expansion? How does it limit national power?

The Vigilance Committee

In the 1880s, Bristol Springs was a booming frontier town. In fact, part of the trouble came because it was growing too fast. The territorial government was new, had little money, and its officials could pay little attention to a town on the western edge of the territory. What attracted people to Bristol Springs was the discovery of silver. Literally overnight, hundreds of people swarmed into the area.

For a year or so, Bristol Springs was mostly a tent city. Then it began to take on the appearances of a permanent town: hotels, stores, a bank, and saloons were built; tents gave way to cabins and then to frame houses. A sheriff was elected. Settlers with families moved in, including Ben Parker who started a weekly newspaper.

But Bristol Springs attracted rougher sorts, too. The sheriff could handle the miners, gamblers, and adventurers who got into occasional scrapes with the law. But he was no match for the gangs of outlaws who established regular forts in the mountains and raided towns whenever they felt like it. Within three months in 1882, Bristol Springs was victimized four times. On each occasion the gang numbered more than 20 men. They shot up the town, robbed businesses, and killed two people.

The townspeople were angry and frustrated. Law and order simply did not exist. Even when a lone gunman was captured, he was likely to escape from the flimsy jail before being brought to trial. The circuit judge rarely came, and when a trial was held, it always seemed that someone had gotten to the jury on behalf of the outlaw. Either fear or money could be powerful weapons against the intimidated jurymen.

"We have to do something," people said. And Bill Reams started to do something. As owner of the Palace Hotel, he was one of the town's leading citizens. People listened to him.

"The only way to stop these outlaws," Reams declared, "is to take the law into our own hands. We must form a vigilance committee."

Once the idea was planted, it grew in a hurry. Within a week, more than 100 men had joined the vigilantes, with Reams at their head, and were ready to go after the outlaws.

Ben Parker objected from the start. In his weekly editorial, he wrote: "The vigilance people say they are for law and order. But law and order demands a fair trial for any accused person. The vigilance group is as much outside the law as the bandits."

Reams and two other businessmen paid a visit to Parker. They tried to persuade him that their way was the only way. "Look," Reams said, "I understand your concerns, but I've seen vigilance work. In the Minnesota Territory, we were terrorized by four gangs. They even burned down the courthouse. Once we rounded up a couple of dozen, the gangs broke up. We had peace and order, and that's what we want here."

"You may get some outlaws," Parker warned; "but you are likely to hang some innocent men, too."

One of the men gave a warning of his own. Pointing to Parker's editorial pasted on the window, he said, "You had better decide whose side you're on. Another article like that one and you might not have a paper to publish."

With only Parker making any objection, the committee went to work. They caught three men from the notorious Smithers and Boufant gang and left them hanging from a tree. The general feeling in town was that the three got what they deserved. The justice was swift and inexpensive. "We saved the territory the cost of three hangings," one vigilante said.

Other hangings followed. Parker continued to protest and the anger against him increased. Businessmen stopped advertising in the newspaper—most of them belonged to the vigilance committee and the rest supported the wave of vengeance. With practically no revenue, Parker knew he couldn't keep publishing for long. The end came even sooner than he expected.

One afternoon in early summer, two strangers rode into town. They tied their horses in front of a saloon and went inside. The appearance of two dusty riders wasn't unusual, but somehow the story started that they had been seen in another town riding with the Winslow band. The rumor spread quickly; they were advance men for Winslow. They were probably measuring the strength of the vigilance committee before moving in. The rumor was that one of the pair was really Winslow's right-hand man and had killed at least six people.

Within an hour a crowd had gathered outside the saloon. The two strangers, hearing the commotion, stepped outside warily, blinking in the slanting rays of the sun. While Parker watched, stunned with horror, the men were seized and their hands tied behind their backs. The voices of the vigilantes were low and angry, as if each man had a special score to settle with the strangers. Reams climbed on the back of a wagon and raised his hands for silence.

"It's time for the trial," he shouted, and paused for a moment to glance down at the two helpless, bewildered captives. "All those who vote 'guilty' step forward."

As one man, the crowd moved forward. The gutteral sound of their voices sounded to Parker like snarling animals. "What kind of a trial is this?" one of the victims pleaded. "We've done nothing. Just let us leave town. . . ." His words were drowned by angry shouts.

Parker ran forward and leaped into the wagon next to

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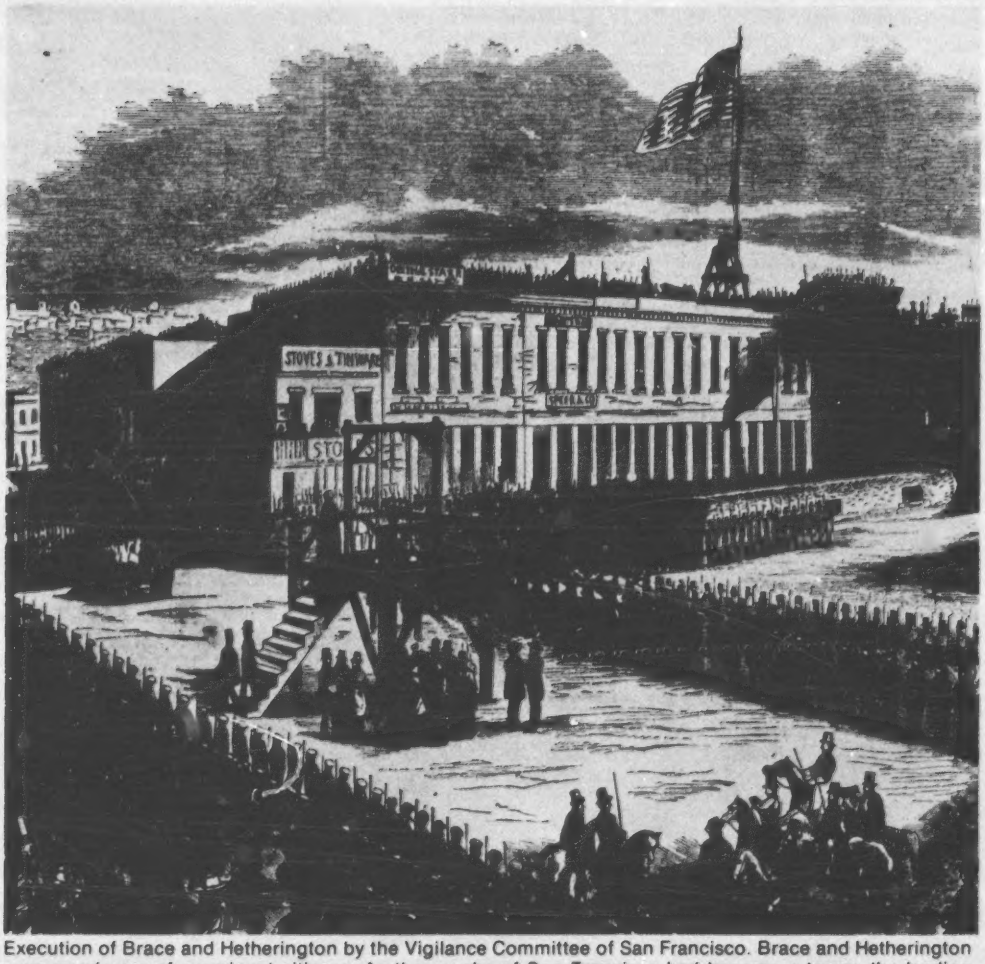


Execution of Brace and Hetherington by the Vigilance Committee of San Francisco. Brace and Hetherington were murderers of prominent citizens. As the roughs of San Francisco had become a terror, the leading merchants formed a vigilance committee and took the law into their own hands.

Reams. His body was trembling with fear and anger. "You can't do this," he stammered. "You've gone too far. . . ." But Parker's protest was quickly silenced by the blow of a gun butt to the back of his head. As he lay unconscious in the wagon, the two "outlaws" were dragged down the street and hanged.

That night there was another commotion on the main street of Bristol Springs. A fire had broken out in the offices of the town's newspaper. The next morning, Parker surveyed the smoldering ruins of his business. He faced a tough decision. Without a cent in his pocket, should he move on and try to start over somewhere else? Or should he hope that someday, somehow sanity would return to Bristol Springs?

FOR DISCUSSION

1. Clearly there was a conflict between the people of the town and the outlaws. The vigilance committee used their own methods to solve the problem. What did Parker think was wrong with those methods?
2. How did Parker think the crime problem should be handled? Why did others think he was wrong? What do you think?
3. There have been numerous examples in our nation's past and present of people feeling that they must take the law into their own hands. Which ones can you think of?
4. When a situation is tense, rumors often make things more explosive. How did rumor function in this story? Why are there quotation marks around the word "outlaws" at the end of the story.
5. Conflict existed between the vigilantes and Parker. How was this conflict expressed? How was it resolved?
6. What was the inner conflict faced by Parker? How do you think he finally resolved it?
7. Leaders can help keep arguments under control. Reams influenced conflict in a different way. How would you describe his role?
8. Why do you think vigilance movements were common in frontier America? What ways of regulating conflict were missing in Bristol Springs?

How to Save the Barrio

Government is supposed to provide ways for people to handle their conflicts. But sometimes it seems it's the government we are in conflict with. In the following story, you will see how one woman made her way through the tangles of government bureaucracy. As you read, try to answer these questions:

1. Was Mrs. Rodriguez in conflict chiefly with *laws*, or with *people* who enforced the laws?
2. What structures did the government provide through which Mrs. Rodriguez could work for the change she wanted?
3. Do you think any changes were needed in the local laws or government to make it easier for citizens to be heard? Or would a change of administration do the job?

The Struggle to Save the Barrio

The city of Tucson was born many years ago as a Mexican village. Now Tucson, in Arizona, is a bustling modern city of 300,000. But still in the center of the city lies the original adobe village. Mostly poor Mexicans live there now. It is called "the barrio."

One day Mrs. Manuel Rodriguez, a long-time resident of the Tucson barrio, decided to make a trip to City Hall. Her tax bill hadn't come in the mail, and she wanted to know what had happened to it. When she got to the tax office, she was told that her home could not be found in the records. Mrs. Rodriguez understands some English (her native tongue is Spanish). But she thought she must have misunderstood the tax man. She found a friend to translate and returned to the office. This time, they sent her to the city planner.

The planner's maps showed that all the houses in Mrs. Rodriguez' area had been sold or condemned. But Mrs. Rodriguez knew that her house had not. She insisted on paying her taxes.

Why was Mrs. Rodriguez never sent a tax bill? Apparently it wasn't a mistake. It is easier to condemn a house and force the owner to sell when the taxes have not been paid on time. Planners wanted to condemn the houses in Mrs. Rodriguez' area so that a freeway could be built through the barrio.

When Mrs. Rodriguez' story made the newspapers, barrio people found they had friends all over the city. A campaign was begun to save the barrio from the "Butterfield Parkway." The people against the freeway included:

—A group of citizens eager to save the "Wishing Shrine," a well-loved religious shrine in the barrio.
—Architects from the University of Arizona interested in saving the old adobe buildings.
—The political opponent of the mayor in an upcoming city election.
—Youth leader Ernesto Perez, founder of the barrio newspaper, *La Voz*.
—Local attorneys who helped residents get legal help in keeping their homes.

Those in favor of the freeway included city and state officials, some businessmen who thought the freeway would help bring business to the city, and some people who said "progress" was at stake.

Those *against* the freeway finally won in a city vote. Look at the list of "antifreeway" people carefully. Why do you think they won? In what ways could they convince others that they were right?

The people of the barrio managed to keep the freeway out, but are beginning to have new problems. It is clear that development of some kind will probably come to the barrio. After all, it is at the center of a growing city. And the people of the barrio want some way to climb out of their poverty. The question is: What kind of development is best?

One project has already been started by a Tucson automobile dealer named Kelly Rollings. Mr. Rollings is a student of old adobe architecture. His plan is to restore old adobe buildings to their original historic condition, then use them as shops and offices.

FOR DISCUSSION

1. What are the advantages of Mr. Rollings' plan?
2. How is it different from the freeway project?
3. If you lived in the barrio, would you have any objection to the plan?

Adapted from *Old Glory*, edited by James Robertson (New York: America the Beautiful Fund Book, Warner Paperback Library, 1973).

Roles for the City Council Debate

Instructions

Students assigned special roles should present the viewpoint of the person they represent. The rest of the class, as the City Council, can try to decide what they think it's best to do.

A Friend of Mrs. Rodriguez You live with a large family in an historic house that the plan would change into shops.	**Ernesto Perez** You are a 16-year-old representative of those young people in the barrio who want a youth center.
The New Mayor You fought for the freeway, but now you're trying to pull the conflicting groups together again.	**A Spanish-speaking Man** You live in the barrio. You represent a large group of unemployed people, and hope for jobs in the new shops and offices. However, lack of skills and inability to speak English may be an added barrier.
A Professor of Architecture You helped in the antifreeway cause.	**A Shop Owner** You are eager to move to a tourist attraction area in order to sell handcrafts from Hawaii.

Hidden Conflict in Slave Stories

Conflict is not always easy to see. Sometimes, friends or family members are angry with each other but do not let this disturb the equable current of daily life. It's hard to keep such feelings repressed, however, and they may come out in ways that seem unrelated to the facts of the argument. Remember when you kicked a ball hard, or wrote an angry page in your diary, or put on a loud record as an outlet for your feelings?

The slaves in America lived with conflict every day. Yet there were few avenues through which they could directly show their frustration and unhappiness, since the surface of life on the plantation or in the slave-run shop was generally smooth. So, many slaves expressed their pent-up feelings in songs and tales. These often seemed to be about religion, or animals—something far from the master-slave conflict. But actually, they had more than one meaning. As you read the examples below, consider what the slaves may have meant when they told such tales as these.

Brer Fox Meets Mister Trouble

Brer Rabbit met Brer Fox one morning on the big road.

"How are you, Brer Rabbit?" asked Brer Fox.

"I'm not feeling too good, Brer Fox," answered Brer Rabbit. "Trouble's been visiting me."

"What do you mean, Trouble? Who's he, and what's he like?" asked Brer Fox.

"Brer Fox, you mean to tell me you've never met Mister Trouble, and you wouldn't know him if you saw him?" responded Brer Rabbit in surprise.

"No, sir, I wouldn't know Trouble if I met him in the middle of the big road," said Brer Fox.

"Well, I'll take you to where Mister Trouble lives, and you can meet him," proposed Brer Rabbit.

"Thank you, Brer Rabbit. I'd like to meet him," replied Brer Fox.

"Let's go, then, because I think he's still at home," said Brer Rabbit.

So off they went.

When they got close to a barnyard, Brer Rabbit said, "Right over there in that barn is where Mister Trouble stays. All you have to do is go over there in front of that door, stand up on your hind legs, and holler, 'Wahoo! Mister Trouble!' and he will come out."

Brer Fox crawled under the fence and went over to the barn. He stood up on his hind legs in front of the door and yelled as loud as he could, "Wahoo! Mister Trouble!"

And then Mister Trouble came bursting out of that barn door in the form of a passel of hound dogs such as Brer Fox had never seen in all his born days! When the hounds saw Brer Fox a-standing there, they lit out after him with such a-barking and a-hollering as you've never heard in your life. The whole kit and caboodle came tumbling over themselves as they tried to grab Brer Fox.

Poor old Brer Fox hardly got two jumps ahead of those hounds before they were on top of him as he scrambled through a hole in the fence. Two hounds grabbed his tail so hard that it broke off in their mouths, and he was bobtailed fox from that day to this.

Brer Rabbit just stood there a-looking at poor old Brer Fox. And then he said solemnly. "Never go looking for Trouble, Brer Fox. He'll find you soon enough."

Brer Wolf Wants the Honey

One day Brer Rabbit was just moseying along the big road when all of a sudden Brer Wolf jumped out from behind some bushes and tried to grab him! But Brer Rabbit was too quick for Brer Wolf, and away he went, lickety-split, down the road. For he always said, "Trust no mistake; always jump from a bush that shakes."

But Brer Wolf didn't give up. He chased after Brer Rabbit, yelling. "I'm a-going to eat you this time for sure," and he ran faster than he ever had before. He was just within snatching distance of his prey when Brer Rabbit jumped in a hole in a big pine stump and slammed the door—right in his face.

Brer Wolf was plumb outdone, but he said, "That's all right, Brer Rabbit. You think you're smart. You think you're safe in your house now, but I'm going to get you out of that stump, no matter how strong your door is. I'm going to smoke you out. You just wait. I'll set such a fire around that stump that it'll burn you out in no time."

Brer Rabbit answered, "No, sir, Brer Wolf, I don't think you're going to do that. I've got a big jug of honey in here, and I know how much you love honey. I'm going to help myself to the sweetness right now."

"What's that you say, Brer Rabbit?" asked Brer Wolf.

"I said I've got a big jug of honey in here, which I just brought in this morning from the bee tree in the swamp. Don't you want some? Umm, umm, umm! It sure is good." And Brer Rabbit smacked his lips.

"How come you don't give me some of that honey?" asked Brer Wolf, as his mouth began to drool.

The texts of these folktales are from *The Days When the Animals Talked: Black American Folktales and How They Came to Be*, by William J. Faulkner (Chicago: Follette Publishing Co., © 1977 by the author), pp. 137–140. Reprinted by permission.

"You're welcome to it, as much as you want," answered Brer Rabbit. "Come on in, come on in."

"All right, then. Open up the door," ordered Brer Wolf.

"Look, Brer Wolf, my house is too little to hold both of us at one time. I'll unlatch the door and come out while you go in and help yourself to the honey—all you can eat," proposed Brer Rabbit.

So, as Brer Wolf stood by the door, Brer Rabbit eased himself out—smiling on the outside but scared to death on the inside—and bowed for Brer Wolf to enter his house. At this, Brer Wolf squeezed himself into Brer Rabbit's home and looked around for the jug of honey.

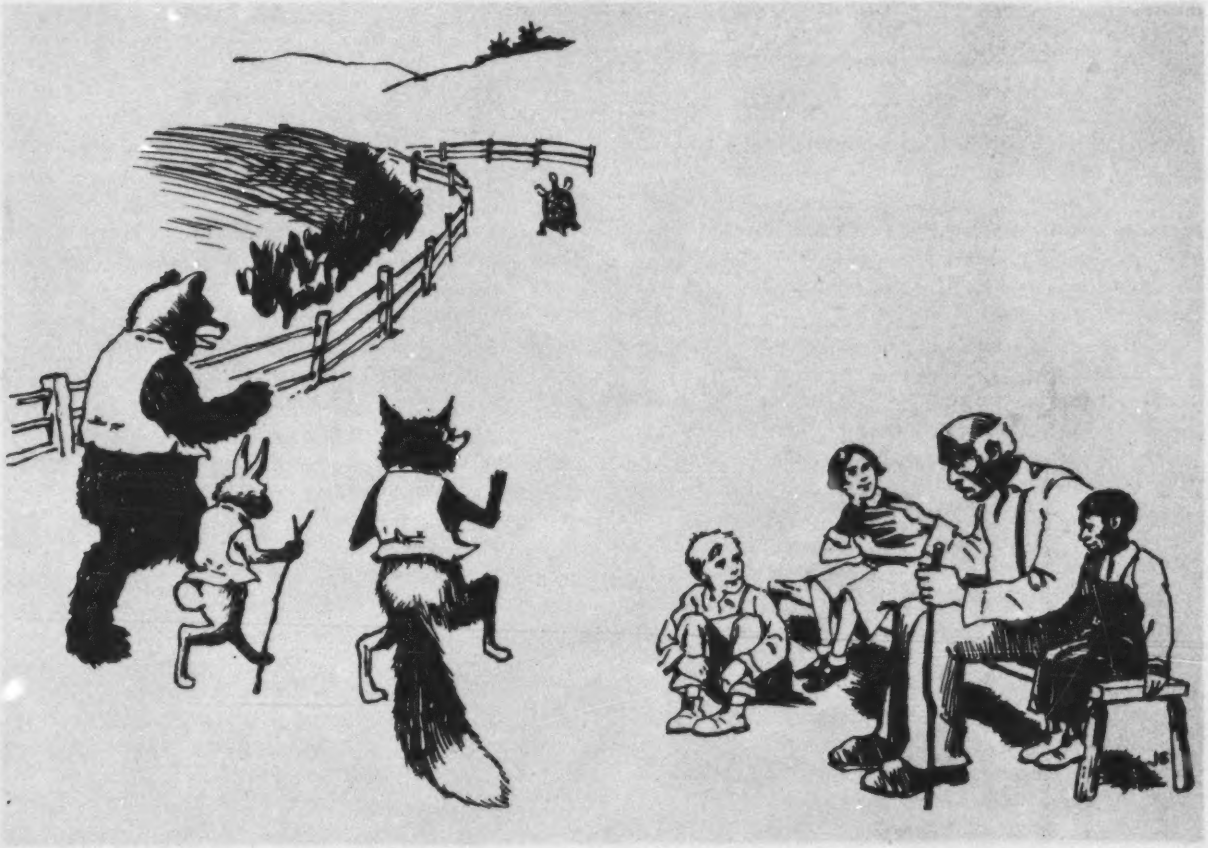
But, quick as lightning, Brer Rabbit slammed the door, bam, and locked it from the outside. This caught Brer Wolf inside.

"He, he, he, he!" laughed Brer Rabbit. "Brer Wolf, how does it feel to be inside while I'm outside? You were going to smoke me out. Well, I'm going to smoke you in. And if you find any honey, help yourself, while I go and get the kindling for the fire."

And so once again Brer Rabbit's wits saved his hide.

FOR DISCUSSION

1. Who is the stronger animal in these stories, Brer Fox or Brer Rabbit? Which is smarter? Which do you think the slave storytellers felt closest to?
2. If you were a slave, would you enjoy telling these stories? How might they help you to handle feelings of frustration at being a slave?
3. Suppose a master came along and heard a slave telling one of these stories? Might he think he was being laughed at as a "Brer Fox"? How could the slave explain the stories to him so he wouldn't be angry?



The Use of Violence: A Riot

Most Americans are used to the fairy-tale kind of violence we see on TV. It's the good guys against the bad guys. We cheer our heroes on. When they win, order is restored and life goes back to normal.

But violence in real social conflicts is seldom so simple. Both sides may feel they have moral right on their side. They may feel there is no alternative to violence, though they do not want it. A conflict may go on and on without open violence until it seems that violence is necessary before change can come.

All these conditions existed in the pre-Civil War period. One example of the violence that broke out even before the prolonged violence of war is the 1851 "riot" at Christiana, Pennsylvania. The Fugitive Slave Law had made it legal for slaveowners to reclaim escaped slaves in the North. Former slave William Parker of Pennsylvania joined with others in a "Special Secret Committee" to trace the movements of slaveowners who were in the North to track down escaped slaves. On September 10, 1851, Parker's friend Williams arrived with news that slave catchers were in their neighborhood. Parker goes on to tell what happened.

William Parker's Story

Main Characters:

WILLIAM PARKER, a former slave and a leader of the Special Secret Committee

PINCKNEY, Parker's brother-in-law

ABRAHAM JOHNSON, SAMUEL THOMPSON, JOSHUA KITE—runaway slaves

KLINE, a U.S. marshall trying to enforce the Fugitive Slave Act

GORSUCH, a slaveowner

Mr. Williams had brought news that spread through the vicinity like a fire in the prairies: a band of slave catchers was after some of our friends. When I got home, I found Pinckney, Abraham Johnson, Samuel Thompson and Joshua Kite talking about it in an excited way. I laughed at them and said it was just a rumor. This was the 10th of September, 1851. That night we went to bed as usual, the escaped slaves with us.

In the morning, Kite headed for home. But he was back within minutes. "The kidnappers are here!" he shouted up the stairs.

He ran up the stairs and we heard others behind him. I met them at the landing and demanded to know who they were.

The leader, Kline, replied: "I am the United States Marshal."

I then told him that if he took another step, I would break his neck.

He said again, "I am the United States Marshal."

I told him I did not care for him nor the United States. He then turned back down the stairs and they left the house.

As they were leaving, Pinckney said, "What is the use in fighting? They will take us."

Kline heard him and said, "Yes, give up, for we can and will take you anyhow."

I told them all not to be afraid. We would not give in to any slaveholder and would fight to the death.

They kept us surrounded all that day and night. A slaveowner named Gorsuch kept insisting that Kline act. "Go up to them, Kline," he would say. "Take them. You are the U.S. Marshal."

Kline asked me to surrender and to pay for the crime of harboring slaves. I agreed, but Gorsuch wouldn't have it. "I want my property," he demanded.

I said: "Go and look in the rooms. There are beds and bureaus and chairs. If you find anything that is yours, take it."

"Those things are not mine," he shouted. "You have my men. My property."

Kline was caught in the middle. Either he was a coward or he wanted to avoid violence. Bur Gorsuch forced him on.

My wife came and asked if she should blow the horn to bring help. It was a signal we used when something was wrong. I agreed and she climbed to the garret to blow the horn.

This alarmed Kline's men and he gave the order to shoot. Two men climbed a tree and shot at my wife but missed. She crouched behind the stone wall and continued to blow the horn while shots poured thick and fast around her.

The shooting died down and the two sides continued to argue. We even turned to the Bible, and I explained that the Bible did not allow the owning of human flesh.

"Doesn't the Bible say 'Servants, obey your masters'?" Gorsuch demanded.

This account is based on a narrative by William Parker published in the *Atlantic Monthly* magazine, February and March 1866, pp. 152–167, 276 f., and reprinted in *Black Men in Chains: Narratives by Escaped Slaves*, edited by Charles H. Nichols (New York: Laurence Hill & Co., 1972), pp. 307–315.

"Where," I asked, "does the Bible say that a man should deal in his brother's blood?"

"Do you call a nigger my brother?"

"Yes," I said, and we then joined in a song to show our determination not to give up.

Meantime, Kline had called for militia help and the number against us was growing. Some in our small band wanted to surrender. My wife grabbed a corncutter and said she would cut off the head of the first one to attempt to give up.

I then went to the door and the others followed me.

Mr. Gorsuch said, "You can't come out here!"

"Why?" I said. "This is my place. I pay rent for it. I'll let you see if I can't come out."

"I don't care if you pay rent," he cried, his face red. "If you come out, I'll give you the content of these"—indicating his two guns.

I then walked up to where he stood by the gate. He was trembling. Kline tried to step between us, but I was determined now to have it out with them.

Their men fell into line and we tried to do the same, although we were only about 10 paces from them.

Gorsuch's son swore at me and fired, but missed. I ran up to him and knocked the gun from his hands. He began to run.

"I can stop him," Pinckney said. He raised his double-barreled gun and fired. Young Gorsuch fell, but got up and ran again. Pinckney fired a second time, and again Gorsuch fell. But once more he rose and staggered into the cornfield.

Meantime, Thompson took Pinckney's gun and smashed old Gorsuch on the side of the head. All the white men opened fire and we rushed them. Most dropped their guns and ran. We were too close to shoot but clubbed those who held their ground. Although badly beaten, old Gorsuch proved to be the bravest. He held onto his pistols to the end.

Gradually, Kline and all the others fled. We went back to the house and found Gorsuch lying in a pool of blood. There was confusion everywhere. Someone asked for a sheet to cover the old man's body and I agreed.

The riot was ended.

Postscript

Parker soon escaped to Canada. Some of the others were later caught, tried, and imprisoned. The incident helped to fan the growing conflict between the North and the South.

FOR DISCUSSION

1. What were the causes of the violence in this incident? Make a list, noting which causes were large, underlying ones, and which were immediate.
2. Do you think violence was inevitable in this particular case? Why or why not? Did the blacks have any acceptable alternatives? Go through the narrative carefully. Look for points where a different action or speech might have stopped violence without forcing the blacks to surrender.
3. The former slaves were disobeying the Fugitive Slave Law in this event. How did they justify their action? What other law did they claim they were following? Can you think of other times when Americans have deliberately disobeyed the law for a "higher" purpose? Were they justified?
4. Verbal conflict came before the violence. What was the relationship between argument, insults, and physical harm? Did the riot improve the situation? Who was helped by the violence? Who was hurt by it? Is violence sometimes necessary?
5. Notice the confusion and the missed shots. Is this like the gunfights you've seen on the screen? Does this seem more—or less—real than a TV drama?

ASSIGNMENT

Try making up a new ending to Parker's story in which no one is killed, and the Parker group is not captured. You may get some ideas from the Brer Rabbit stories (see Lesson 8). Some might claim that to escape such a situation by stealth or cleverness would be cowardly. Do you agree or disagree? Why?

Two Social Protest Movements

When people engage in social protest—such as a civil rights march or an antiwar demonstration—they are stating that there is conflict. The protesters are in conflict with others, and sometimes that means the government or the entire rest of society. Public demonstrations provide one means of expressing that conflict.

Conflict can be troublesome: it pulls people apart, it arouses strong hostile feelings, and it may lead to violence. But conflict also can be healthy. It provides the means for change—if opposing views about important issues were not expressed, there would be little change or progress. As you work through the next case study, see if you can list desirable features of these two conflicts. Can you answer the question: How does the expression of conflict as social protest help to bring about change?

The Abolition and Feminist Movements

The two conflicts you will be reading about are the antislavery movement and the women's rights movement. Since women were very active in the antislavery campaign beginning in the 1830s, many people feel that the women's movement grew out of this work. A number of the leading women in the crusade for abolition also became leaders of feminism as that movement gained momentum in the years following the Civil War. As you read the speeches, see if you can uncover some of the reasons why women united their cause with that of black Americans.

Speech 1

In 1838, Angelina Grimke appeared before the state legislature of Massachusetts. She brought with her a petition bearing the names of 20,000 women who believed slavery should be abolished. She and her sister, Sarah, had spent most of the previous year touring the country, making public speeches against the "peculiar institution." For many Americans, this was the first time they had heard of a woman being on a speaker's platform. Here is part of her address to the legislature:

Mr. Chairman, slavery is said to be a political subject. Therefore, people often taunt us by saying that women have nothing to do with it. Are we aliens because we are women? Are we bereft of citizenship because we are mothers, wives, and daughters of a mighty people? Have women no country—no interests in the public welfare—no liabilities in common peril—no partnership in a nation's guilt and shame?

I firmly believe, Mr. Chairman, that American women have to do with this subject. Not only because it is moral and religious, but because it *is* political—we are citizens of this republic and as such our honor, happiness, and well-being are bound up in its politics, government, and laws. . . .

I stand before you as a southerner, exiled from the land of my birth by the sound of the lash and the piteous cry of the slave. I stand before you as a repentant slaveholder. I stand before you as a moral being endowed with precious and inalienable rights. . . . And as a moral being, I feel that I owe it to the suffering slave, and to the deluded master, to my country and the world, to do all I can to overturn a system of complicated crimes, built upon the broken hearts and prostrate bodies of my countrymen in chains, and cemented by the blood, sweat, and tears of my sisters in bonds. . . .[1]

Speech 2

As you might expect, men had difficulty accepting the role of women in the antislavery movement. To give some indication of the resistance women encountered, here is part of the argument presented by a man in 1840. He resigned his post as chairman of the Connecticut Anti-Slavery Society after a speech by abolitionist Abby Kelley.

I will not sit as chairman where women rule. I vacate this chair. No woman shall speak or vote where I am moderator. I will not countenance such an outrage on decency. I will not consent to have women lord it over men in public assemblies. It is enough for women to rule at home. It is woman's business to take care of children in the nursery. She has no business to come into this meeting, and by speaking and voting lord it over men. Where women's enticing eloquence is heard, men are incapable of right and efficient action. She beguiles and blinds men by her smiles and her bland and winning voice. I had enough of women's control in the nursery. Now I am a man, I will not submit to it. . . .[2]

1. Excerpted and adapted from *The Grimke Sisters from South Carolina: Rebels Against Slavery*, by Gerda Lerna (Boston: Houghton Mifflin, 1967), p. 371 ff.

2. Adapted from *Pioneer Women Orators*, by Lillian O'Connor (New York: Vantage Press, 1954), p. 36.

Speech 3

A woman who drew parallels between the "Negro Question" and the "Woman Question" was Tennessee Claflin, a leading feminist of the late 19th century. Notice that in the following excerpt she sees both issues as political struggles.

The Negro Question vitalized the Republican Party, because there was a principle involved in it; so, too, shall the Woman Question vitalize the party that shall become its champion. If the Republican Party did a great service to the cause of general civilization, the party that shall lift the banner of female freedom and equality will do it a much greater service. The Woman Question involves hundreds of millions scattered all over the face of the earth. It is [proper] that the country which was almost the last to abjure slavery should be the first to enfranchise women. We lost much prestige by clinging to slavery; let us gain what we lost by boldly meeting and settling this newer, greater, and graver question, which other nations have scarcely begun to talk about.[3]

Speech 4

Sojourner Truth was a black woman who had been a slave; gaining her freedom, she became a leading crusader for abolition. And after slavery was ended, she turned her attention to women's rights. This portion of one of her speeches shows how she saw the relationship between black rights and women's rights.

There is a great stir about colored men getting their rights, but not a word about the colored women theirs. You see the colored men will be masters over the women, and it will be just as bad as before. So I am for keeping the thing going while things are stirring; because if we wait till it is still, it will take a great while to get it going again. White women are a great deal smarter and know more than colored women, while colored women do not know scarcely anything. They go out washing, which is about as high as a colored woman gets, and their men go about idle, strutting up and down; and when the women come home, they ask for their money and take it all, and then scold because there is no food. I want you to consider on that, chil'n. I call you chil'n; you are somebody's chil'n, and I am old enough to be the mother of all that is here. I want women to have their rights. . . . I have been forty years a slave and forty years free, and would be here forty years more to have equal rights for all.[4]

3. Excerpted from *Daughters of the Promised Land: Women in American History*, by Page Smith (Boston: Little, Brown, 1970), p. 150.
4. Ibid., pp. 142-43.

FOR DISCUSSION

1. Who was the conflict between in the abolition crusade? In the women's movement?
2. How did the women express their conflict? Why do you think men were so upset by it?
3. Think about the styles of speaking the women used. Why does Angelina Grimke ask so many questions? Does it help her argument? What is special about Sojourner Truth's way of speaking? Do you agree with what others in the class think about these questions?
4. Some men claimed that when women added their own cause to the abolition cause, the latter suffered. Do you think this was a fair claim? What reasons might the men have had for making it?
5. Most abolitionists and feminists were opposed to violence. Yet their critics said they invited violence by stirring up angry feelings. Do you think the risk of violence was worth it in the abolition struggle? In the battle for women's rights? Does social protest ever go too far, in your opinion? How would you define "too far"?
6. Slavery, of course, was abolished during the Civil War. Women finally got the vote in the early 20th century. Yet the two struggles didn't end there. One example of the continued struggle for black rights was the founding of the NAACP (National Association for the Advancement of Colored People). In the mid-1960s Betty Friedan and others were feeling unhappy about the position of women. Mrs. Friedan said, "What we need is an NAACP for women." What did she mean? How was the situation of blacks and women then similar to their situation in earlier times? (You may want to do some research before answering this question.)

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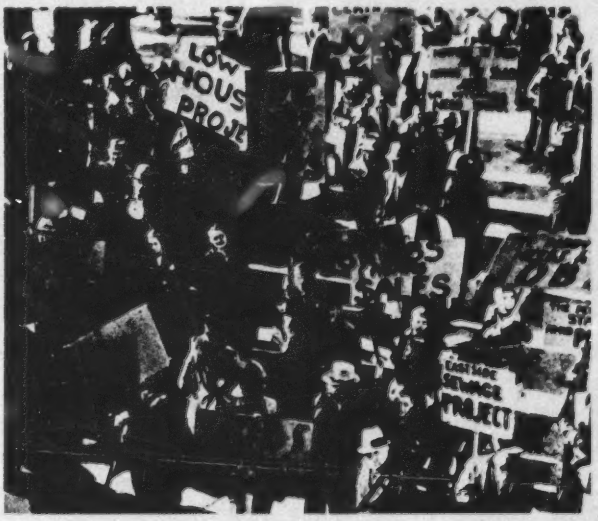


Social protest continues to be voiced. Here unemployed workers demand jobs in the 1930s.

Lincoln and Lee: The Struggle Within

Lincoln's Inner Debate

Note: The roles here represent points of view that Lincoln had to consider in his inner debate over issuing the Emancipation Proclamation. You may be persuaded by others, or persuade others yourself in the course of the debate. (All role statements are directed to President Lincoln.)

Role 1: An Abolitionist

Mr. Lincoln, it is your moral duty to free the slaves. Christianity requires it. The country's principles—"all men are created equal"—also call for it. You yourself said as a young congressman, "Slavery and oppression must cease, or American liberty will perish."

Role 2: A Senator

Your first duty as President is to preserve the Union. According to the Constitution, that comes first. To free the slaves could only make the Southerners more angry, and besides, many Northerners who will fight for Union may not fight for Emancipation. As you yourself have said, "My paramount [greatest] object in this struggle *is* to save the Union, and it is *not* either to save or destroy slavery." Besides, an Emancipation Proclamation would be impossible to enforce in the South.

Role 3: A Colonization Advocate

(Colonization was a term used for the idea of sending American black people to live in other lands, notably Africa.)

You must consider how terrible the aftereffects of freeing the slaves may be.

You are well aware of the problems that may come from former slaves trying to get along with people who once enslaved them. You yourself have in the past tried to raise money and find black volunteers to move black people out of the country, to Central America. You have said to black visitors: " . . . I think your race suffers very greatly, many of them by living among us, while others suffer from your presence. In a word we suffer on each side. If this can be admitted, it affords a reason at least why we should be separated."

Role 4: An Escaped Slave

You must not worry about what will happen to black people once they are freed. They are able to take care of themselves, as others do. It would be unfair to send them away from the country where most of them were born.

Lincoln's Response to Horace Greeley

Lincoln, as your text may point out, held out against pressures to issue the Proclamation until he felt the time was right. In 1862, he responded to an article written by a famous editor, Horace Greeley. Greeley printed Lincoln's response:

My paramount object in this struggle is to save the Union, and it is not either to save or destroy slavery. If I could save the Union without freeing any slave I would do it, and if I could save it by freeing *all* the slaves I would do it; and if I could save it by freeing some and leaving others alone, I would also do that. What I do about slavery, and the colored race, I do because I believe it helps to save the Union; and what I forebear, I forebear because I do not believe it would help save the Union. . . .

I have here stated my purpose according to my view of *official* duty; and I intend no modification of my oft-expressed wish that all men everywhere could be free.*

*From *The Collected Works of Abraham Lincoln*, edited by Roy Basler, vol. 4 (New Brunswick, N.J.: Rutgers University Press, 1953).

The Decision of Robert E. Lee

The Civil War is often called the Brothers' War. And with good reason. Battle lines were not strictly drawn along state lines; or, if they were, those battle lines ignored families and friendships. Senator Critendon, for example, had made one last effort for a compromise. Instead, war came and he saw his family split apart. One son was a major general in the Union Army. The other held the identical rank in the Confederacy. The same was true of other leaders in the Union and the Confederacy. Members of Jefferson Davis' family fought for the Union; three of Mrs. Lincoln's brothers died for the Confederacy.

No one symbolized this conflict of loyalties better than Robert E. Lee.

Lee was the best-known military officer of his time. Even before the Civil War began, he had established a reputation for strategy, leadership, and courage. He was also a man of warmth and honor. In many ways, he represented the ideal of the Old South—a warrior who was also a gentleman.

By the time Lincoln took the oath of office, the Union was already crumbling. Eleven states had seceded; more might follow. He knew he needed a man of strength and courage to lead the federal troops. It was natural for him to ask Lee to take command.

Lee was torn. He was already an officer in the United States Army. He hated slavery as much as he loved the nation. He had freed the few slaves he had inherited.

But he was also a Southerner. There were deep loyalties to his state of Virginia. How could he lead armies against his own people?

Lee knew that he would suffer whatever decision he made. His own state had split over the issue of secession; West Virginia was formed by that portion of the state that would not secede. Even his own family was divided. The man in command of Union naval forces on the James River was his nephew.

In a letter to his son, Lee wrote of his feelings: "I can contemplate no greater calamity for the country than [a breakup] of the Union," he said. "Still, a Union that can only be maintained by swords and bayonets, and in which strife and civil war are to take the place of brotherly love and kindness, has no charm for me."

He struggled with the issue, tormented by the need to choose. He wrote to a cousin in the Union Army that "I have been unable to make up my mind to raise my hand against my native state, my relatives, my children and my home."

Finally, the choice was made. Lee resigned from his position in the United States Army. He accepted the gray of the Confederate forces and took command of their cause.

The Craft Shop

A good deal of what you study in American history tells how our society has changed. In fact, if you look at the chapter headings in your textbook, you will find that just about each one describes some new development or change. Many of the changes are seen as improvements—or what we loosely term *progress*.

But few changes, even those thought of as progress, are examples of unqualified success. Change can also contribute to new sources of tension—or to new areas of conflict. Think back on the conflicts you've already studied in U.S. history (Indians vs. settlers, abolitionists vs. slaveholders, etc.). In each, change in the society had something to do with the emergence of the conflict. For example, the steady movement of people into frontier areas led to settlers and Indians competing for the same land.

Greenfield Village and Henry Ford Museum

One of the most radical changes in human history is the series of developments called the Industrial Revolution. Many of the changes were good, creating enormous material abundance and new forms of comfort. But these same changes also created massive problems, many of which continue to plague us in the 1970s.

One basic result of industrialization was a change in the way people worked. What was changed in the way goods were produced, in the way people thought about their work, and in the relationship between owner and worker? What conflicts were created? You will be dealing with these and other questions in other lessons.

Before industrialization, practically all goods were made in small shops or even in workers' homes. Life in a silversmith's shop in the 1790s is described in the letter below. Use the letter to answer these questions:

1. How did the writer feel about the things he made? How did he feel about his employer?
2. Do you think work was as satisfactory to all workers in the 1790s? Why or why not?
3. What do you think changed in shops like this once power-driven machinery was introduced?
4. Despite the good working conditions, there were occasional conflicts in the shop. What sort? How were they handled?

Dear Cousin William,

I was delighted to hear that you are going to apprentice in the trade. It is too bad that Mr. Mayhew cannot take you on here. It would be good to have you as a fellow apprentice.

Let me try to give you some idea of what your work will be like, assuming you are fortunate enough to work for someone as kindly as Old Mayhew. I have heard of some who treat their workers little better than slaves.

We start work at seven. There are six of us in the shop. Two, Mr. Mayhew and Tom Walker, are master smiths. Two are journeymen and James and I apprentices. The work is hard but seldom dull. Once I begin work on a piece of silver, it becomes very special to me. I must mold and shape it into the desired form. It can be tedious to spend an entire day simply trying to flatten a piece of metal. But then it begins to grow and you know that you are in control of it. Each finishing blow of the hammer makes it shine and then you hold it up to see how well it compares to your model. Mr. Mayhew points out the defects in your workmanship and that makes you determined to do even better the next time. We have the finest shop in all of Virginia, Old Mayhew says. And sometimes, when he is feeling especially proud, he says we compare with the best in the country.

The shop is a pleasant place to work. The four rooms are spacious and well lighted. On warm days like today, a gentle breeze comes in through the garden. There is much joking and good fellowship. And there are serious business conversations. Every few days we discuss the work to be done. Often we can choose an item we would like to make or feel we could produce well. But, of course, Mr. Mayhew has the first choice and the final word.

Perhaps I am painting too pleasant a picture. There are occasional problems. One of the workers is not satisfied with his wage. He says he has trouble feeding his wife and children. Mr. Mayhew had given him extra when the last child was born, but he feels the man is not worth more money. Twice there have been harsh words between them. I would guess that he will soon look for another shop. Old Mayhew is kind, but he is not soft.

When you have found a situation, please write to me. I will be anxious to hear how you get along.

Your cousin, Robert

Mr. Ford's Assembly Line

Industrialization meant more than just the application of machinery to production. It also involved the factory system and manufacturing on a large scale. A key to mass production was the use of standard parts. In 1798, Eli Whitney had come up with the idea of *standard* parts for the manufacture of rifles. Previously, each gun had been tailor made—the parts were made and then assembled, with the necessary adjustments made for each gun. If something broke in use, the part had to be remade. But standard parts were *interchangeable*; the same part would fit all guns. The new method was fast and efficient.

A little more than a century later, Henry Ford went a giant step further with Whitney's idea. He created the assembly line. Here is a story about its early days.

When I started work for the Ford company, I think it was 1904, assembling was done in the usual way. We picked a clear spot on the floor and began putting a car together. You went and got the parts and tools you needed. The plant by then was making its own parts so there was a separate department for each.

But Henry Ford didn't like that way of operation. Workers kept getting in each other's way or else they couldn't find the right part. As Mr. Ford said, "The undirected worker spends more of his time walking about for materials and tools than he does in working." According to Mr. Ford, there were two goals to strive for in setting up our plant: No man should take a step unless absolutely necessary, and no one should ever have to bend over for a part or tool.

So, he began tinkering around with one idea after another. Each day, it seemed, he had some new scheme to try out on us. One day in 1912 or 1913 he talked to me about what he was trying to do. "There should be a way for a man to stand in one spot to complete all his work," he said. "His tools should be right here, next to him, and the work should come to him. Then when he's finished with his task, the work should move on to the next man. Perhaps by force of gravity."

"You mean," I asked, "like some sort of a slide or chute that we would send the work down?" I had a picture in my mind of the man at the bottom being buried under a pile of half-finished engines.

"No," he said. "I have something in mind like the overhead trolleys I have seen in the Chicago meat-packing plants. They put the meat on hooks and slide it along the trolley."

The plan began to take shape. First we tried it on the fly-wheel magneto. Before, one man would do all the work on a single magneto. He could put one together in about 20 minutes. Now we tried assembling it in stages. There were 29 separate operations. Each man at a long table performed just one operation and passed it on to the next man. As soon as you finished your operation, you grabbed the next piece coming down and put the same part on that. We were all mighty impressed with how fast the work seemed to go. Mr. Ford kept time. The average for each magneto was down to 13 minutes, 10 seconds.

The next step was to make the table move, and that's how the conveyor belt came into operation. The work was spaced out on the belt, so that as soon as you finished with your part, you set it on the belt and another piece came along for its part.

Then we tried the same principles on assembling the chassis. In the past, the average assembly time had been 12 hours and 28 minutes for each chassis. Outside the factory, we used a rope and windlass to pull the chassis along. The whole distance was about the same as the length of a football field. The workers traveled along either side of the chassis picking up parts from the piles we had placed there. Even the first time around, we cut the time to 5 hours and 50 minutes.

We were all excited about how much time we were saving. At first, no one realized that we used to have a pretty good time getting in each other's way. And no one seemed to think of how the worker would feel who applied the same part to magnetos 9 hours a day.

FOR DISCUSSION

1. Henry Ford was in competition—a form of conflict—with other automobile manufacturers. How did he create change by trying to win that competition?
2. Compare the assembly line with the previous story. How had ways of working changed? What new conflicts do you think the assembly line might produce?

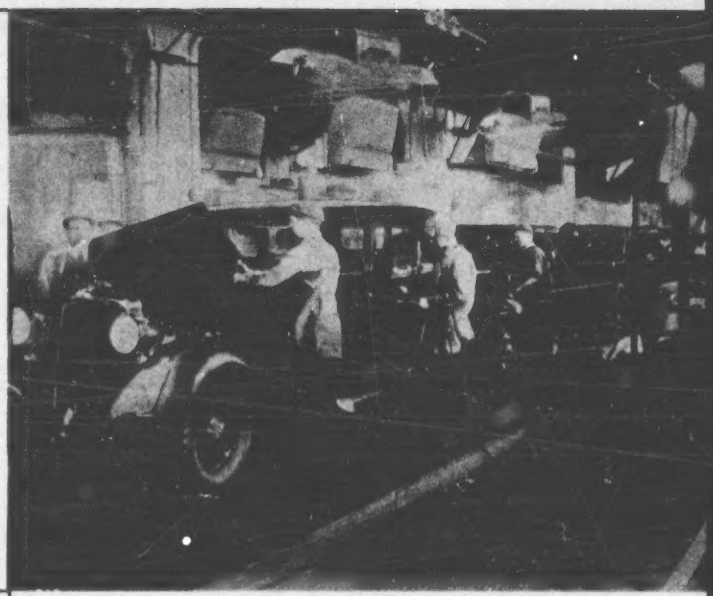
Based on *My Life and Work*, by Henry Ford and Samuel Crowther (New York: Doubleday, Page and Co., 1922).

Assembly-Line Activity

Assembly-Line Workers

You have been "hired" to work on an auto assembly line. You will be given a numbered auto-part pattern and a pencil. Line up your desk or chair with the other workers according to numbers. The first worker takes a blank sheet of paper and copies his or her pattern as closely as possible on it. Then Worker 1 passes the paper to Worker 2, who adds the assigned part to the drawing, in the right place. The drawing goes on down the line until it comes out complete from the last worker.

Remember that assembly-line work depends on everyone being as quick and accurate as possible. Do not make any changes in your part or its placement in the drawing. If you have any problem during the work period, speak to one of the crewleaders.



Courtesy of Chrysler Corporation

Crewleaders

Your job is to make sure the assembly line runs smoothly and quickly. You should urge slow workers to hurry along. Settle any arguments that may arise. Be sure that everyone has the right materials and is doing the job correctly. You should also *time* the work and *count* the number of acceptable cars produced. Remember that a sloppy or inaccurate car may have to be recalled.

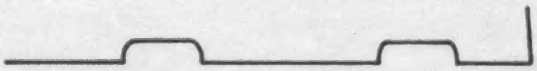
Craft Workers

You are in business for yourself. You draw your own car models. Each must have at least 12 basic parts, like the models turned out on the assembly line. But you may "customize" your cars—change shapes and colors, add parts—as you wish. The value of your product depends partly on how attractive it is. But remember also that the more cars you turn out, the greater your possible sales will be.

Debriefing Sheet

1. How many cars per worker came from the assembly line? From the craft workers? (Divide total of cars made by number of workers, including crewleaders.) How does the output per worker compare in these two methods?
2. Why do you think the assembly-line method quickly became popular? Is there still a place for the craft method? Explain.
3. What did you enjoy about working on the assembly line? As a craft worker? As a crewleader?
4. What didn't you like about your work? Do you think you could do it all day every day? Would the amount of pay make a difference?
5. On the assembly line, people depend more on each other to get the work done. Did this lead to any conflicts (some workers slower than others, some wanting to draw other parts, troubles with crewleaders)? Were there any benefits, such as good team spirit, from working together?
6. How would you change this assembly-line work to make it more efficient or more fun? Is it hard to meet both these goals at once?
7. Of course, assembly-line work or craft work is not the same in the classroom as it is in a real shop. What differences can you think of? How would these differences affect your attitude as a worker?

Part 1: Lower Chassis



Part 2: Top

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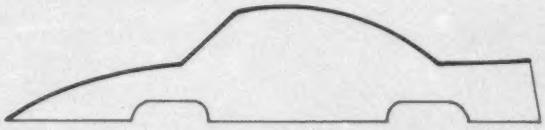

Part 3: Windows

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Part 4: Door

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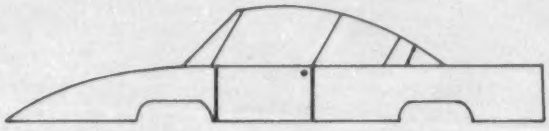

Part 5: Front Wheel

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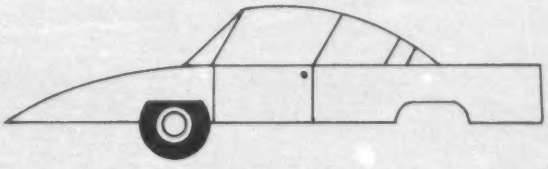

Part 6: Rear Wheel

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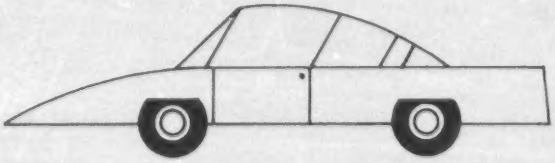

Part 7: Seat

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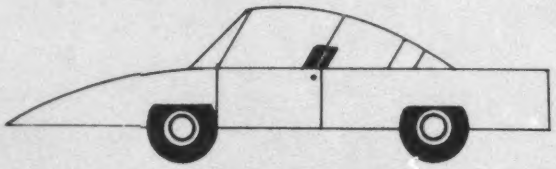

Part 8. Headlight

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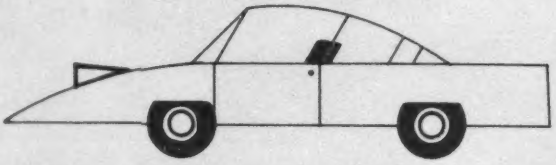

Part 9: Taillights

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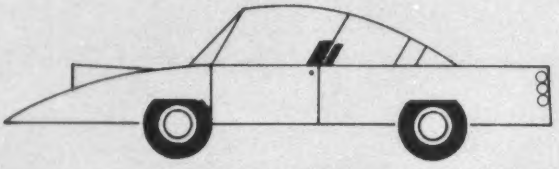

Part 10: Tailpipe

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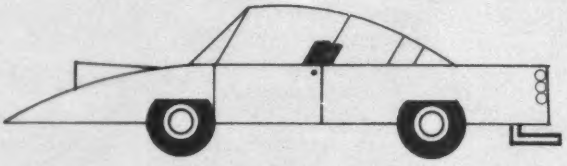
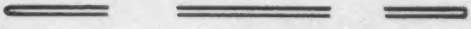


Part 11: Chrome



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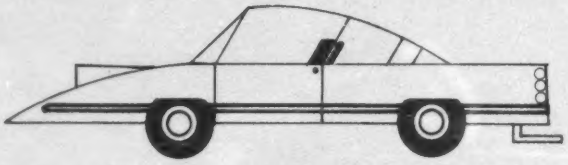
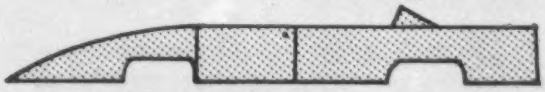


Part 12: Paint
(use light-colored pencil)



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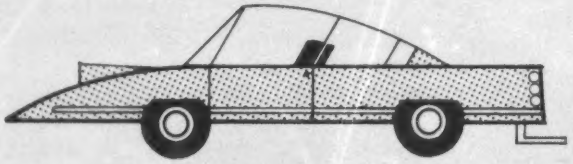


A Girl on the Line

In the late 1800s, workers poured into American factories. Labor was plentiful, partly because so many newcomers were arriving from eastern and southern Europe. With so many workers on hand, employers could offer lower wages. Few people had thought about the effect of factory work on human beings. Many employers simply treated their workers as part of the productive machinery.

After 1890, a group of writers, sometimes called "muckrakers," began to point out problems and injustices in American life. One of them, the novelist Theodore Dreiser, told how an 18-year-old girl felt when she first went to work in a factory. As you read, compare Carrie's experience with your own on the classroom assembly line.

Sister Carrie

The pieces of leather came from the girl at the machine to her right, and were passed on to the girl at her left. Carrie saw at once that an average speed was necessary or the work would pile up on her and all those below would be delayed. She had no time to look about, and bent anxiously to her task. The girls at her left and right realised her predicament and feelings, and, in a way, tried to aid her, as much as they dared, by working slower.

At this task she laboured incessantly for some time, finding relief from her own nervous fears and imaginings in the humdrum, mechanical movement of the machine. She felt, as the minutes passed, that the room was not very light. It had a thick odour of fresh leather, but that did not worry her. She felt the eyes of the other help upon her, and troubled lest she was not working fast enough.

Once, when she was fumbling at the little clamp, having made a slight error in setting in the leather, a great hand appeared before her eyes and fastened the clamp for her. It was the foreman. Her heart thumped so that she could scarcely see to go on.

"Start your machine," he said, "start your machine. Don't keep the line waiting."

This recovered her sufficiently and she went excitedly on, hardly breathing until the shadow moved away from behind her. Then she heaved a great breath.

As the morning wore on the room became hotter. She felt the need of a breath of fresh air and a drink of water, but did not venture to stir. The stool she sat on was without a back or foot-rest, and she began to feel uncomfortable. She found, after a time, that her back was beginning to ache. She twisted and turned from one position to another slightly different, but it did not ease her for long. She was beginning to weary.

"Stand up, why don't you?" said the girl at her right, without any form of introduction. "They won't care."

Carrie looked at her gratefully. "I guess I will," she said.

She stood up from her stool and worked that way for a while, but it was a more difficult position. Her neck and shoulders ached in bending over. . . .

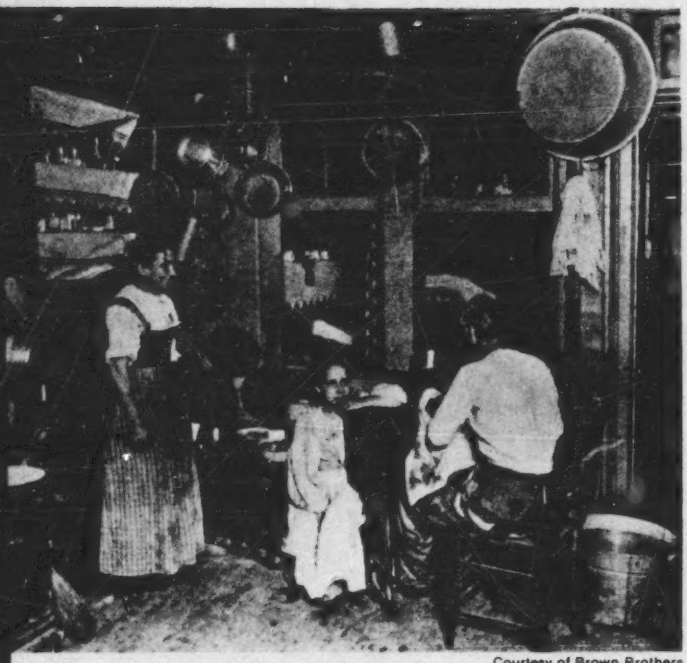
Carrie at last could scarcely sit still. Her legs began to tire and she wanted to get up and stretch. Would noon never come? It seemed as if she had worked an entire day. She was not hungry at all, but weak, and her eyes were tired, straining at the one point where the eye-punch came down. The girl at the right noticed her squirmings and felt sorry for her. She was concentrating herself too thoroughly—what she did really required less mental and physical strain. There was nothing to be done, however. The halves of the uppers came piling steadily down. Her hands began to ache at the wrists and then in the fingers, and towards the last she seemed one mass of dull, complaining muscles, fixed in an eternal position and performing a single mechanical movement which became more and more distasteful, until at last it was absolutely nauseating. . . .

The place smelled of the oil of the machines and the new leather—a combination which, added to the stale odours of the building, was not pleasant even in cold weather. The floor, though regularly swept every evening, presented a littered surface. Not the slightest provision had been made for the comfort of the employees, the idea being that something was gained by giving them as little and making the work as hard and unremunerative as possible. What we know of foot-rests, swivel-back chairs, dining-rooms for the girls, clean aprons and curling irons supplied free, and a decent cloak room, were unthought of. The washrooms were disagreeable, crude, if not foul places, and the whole atmosphere was sordid. . . .

By three o'clock she was sure it must be six, and by four it seemed as if they had forgotten to note the hour and were letting all work overtime. The foreman became a true ogre, prowling constantly about, keeping her tied down to her miserable task. What she heard of the conversation about her only made her feel sure that she did not want to make friends with any of these. When six o'clock came she hurried eagerly away, her arms aching and her limbs stiff from sitting in one position.

The reading "Sister Carrie" consists of excerpts from Theodore Dreiser's novel *Sister Carrie* [1900] (Cambridge, Mass.: The Riverside Press, 1959), pp. 33-38.

Samuel Gompers' Story



Courtesy of Brown Brothers

Even workers not on assembly lines were affected by the greater organization that went along with the Industrial Revolution. In cities like New York where labor was especially cheap and plentiful, many craftsmen worked long hours for low pay in their homes, making products marketed all over the country. Working conditions in city tenement apartments were often as bad as those in factories called "sweatshops," where workers were herded together in a hot, airless, and crowded loft.

Of course, the factory owners were aware of the workers' complaints, since conflicts between owners and workers were common. But the owners had all the weapons on their side, while the workers struggled to find some way to fight back.

In the following biographical story, look for the answers to these questions:

1. What methods could owners use to keep workers "in their proper places"?
2. How were workers trying to combat the power of the owners?
3. What steps did Gompers use to try to improve the conditions of labor?
4. How does the story illustrate the expression of conflict, and conflict resolution and change?
5. What does the court decision at the end tell you about the attitude of government? What about the work of Roosevelt and Cleveland?

Samuel Gompers was born in a London slum in 1850, the son of Jewish-Dutch parents. By the time he was ten, he had joined his parents as a full-time worker. In 1863, the family migrated to America, arriving in New York in the midst of the draft riots that tormented the city during the Civil War years. The Gompers found a home in a crowded tenement near the Bowery. Their trade was cigarmaking, a craft that required considerable skill. While his parents worked at home, Sam hired himself out to one of the sweatshops.

The sweatshops were usually located in lofts or tenement apartments along New York's lower East Side. They were often poorly lighted and any sort of ventilation was largely a matter of chance. Usually the air was filled with the acrid dust of tobacco leaves. The benches and tables, not built for comfort, forced the workers to shift position constantly in order to avoid cramps. The workers were paid according to how many finished cigars they turned out, and earnings were very low.

Despite the conditions, young Sam enjoyed his work. A half century later, he wrote of his experiences: "I loved the touch of soft velvety tobacco, and gloried in the deft sureness with which I could make cigars grow in my fingers, never wasting a scrap of material. I felt a prince in my own realm, with never a care for the future."

Although the work required skill, a sure craftsman learned to work almost automatically. This, said Gompers, "left us free to think, talk, listen, or sing." He wrote about the close comradeship that developed:

"I loved the freedom of that work, for I had learned the mind-freedom that accompanied skill as a craftsman. I was eager to learn from discussion and reading or to pour out my feelings in song. Often we chose someone to read to us who was a particularly good reader, and in payment the rest of us gave him sufficient of our ciagars so he was not the loser. The reading was always followed by discussion, so we learned to know each other pretty thoroughly. We learned who could take a joke in good spirit, who could marshal his thoughts in an orderly way, who could distinguish clever argument from sound reasoning. The fellowship that grew between congenial shopmates was something that lasted a lifetime. . . ."

This haphazard education helped develop two important ideas that were to guide Gompers' career. First, something had to be done to improve workers' conditions. Higher pay, shorter hours, and a decent environment were essential. The second idea was that craft workers were different from unskilled workers, and the

Excerpted and adapted from *Seventy Years of Life and Labor*, by Samuel Gompers (New York: E. P. Dutton & Co., 1925).

crafts differed from each other. The strength of a craft grew out of the comradeship Gompers felt so strongly. This special strength could be used to help labor's cause. Craftsmen were also more difficult for the owners to replace. He decided, therefore, not to seek a union of all workers, whether skilled or unskilled. Instead, he wanted a separate union for each craft. The craft unions could then cooperate in some sort of federation without losing their special identity.

But the route to creating unions and making them workable was a long and troubled one. The first attempts were disasters. There was no organized effort to present demands or negotiate a settlement. In other words, there was nothing like collective bargaining.

Lacking tight organization, the workers often went on strike out of sheer desperation. "The employer fixed wages until he shoved them down to a point where human endurance revolted," Gompers recalled. "Often the revolt started by an individual whose personal grievance was sore, who rose and declared: 'I am going on strike. All who remain at work are scabs.' Usually the workers went out with him."

The workers realized the need for better organization than that. It was too easy for the owner simply to fire them and hire others. They needed a way to keep nonunion workers out; and they needed funds to carry them over a period of sustained strike.

Money was set aside for strike purposes. Once the strike began, picket lines were formed and nonunion workers were asked not to cross. In 1877, the Cigarmakers' International Union of America tried a citywide strike. "Provision kitchens" were set up and the union distributed food to hundreds of striking workers. Medical assistance and even money to pay rents were provided.

But the union's meagre resources couldn't compete with the power of the owners. "More than anything else," Gompers wrote, "the strikers were anxious to keep roofs over their heads. On October 24th, the employers brought into action a terrible weapon. [They] evicted workers from ten tenements."

The strikers held on for a few more weeks. They had kept some money coming in by allowing a few workers through the picket lines. These workers then turned over most of their income to the union. In December, the owners knocked out this feeble prop by locking their doors against all workers.

The strike was broken and the workers went back to their benches. Like other leaders, Gompers was refused his old job and so went to work at another sweatshop. There he encountered still another weapon of the owners—the blacklist. Here is how he described the experience:

"I had sat at my bench and had made about twenty cigars when Mr. Stachelberg came over to me, examined the cigars I had made, said that they were very good, and greeted me cordially. But five minutes afterwards the foreman told me that Mr. Stachelberg wanted to see me in his office. On my arrival there . . . he said that he regretted very much what he was about to say to me, but he could not help it; that he liked me personally and liked my work but that the Manufacturers' Association had decided that the leaders of the strike should not be employed by any members of the Association. He did not want to discharge me, but I would confer a great favor if I would leave. . . ."

Gompers continued his organizing activities. In 1886, the American Federation of Labor was started, employing his ideas about the craft unions. Each craft formed its own local, state, and national branches. Thus there was a separate union for cigarmakers, one for hatmakers, one for steamfitters, and so on. All the nationwide groups then formed the Federation, with Gompers as the first president. He held the post until his death in 1924, by which time membership in the AFL had climbed to over 4 million.

With unions and federations like the AFL, the workers had now created a weapon of their own. But there were still giant obstacles in the way. The right to strike, for example, had no general acceptance.

An example of the opposition to labor was provided by Gompers' attempt to bring the forces of government to bear on the problems of working conditions. He developed a friendship with a young member of the New York legislature, named Theodore Roosevelt, who had toured the tenement factories of New York. Roosevelt agreed with Gompers that the crowded, unsanitary conditions were inhuman and must be changed. If they could push a bill through the state legislature outlawing the cigarmaking sweatshops, it could be used as a wedge for more legislation to close down other sweatshops and tenement factories.

Roosevelt went to work guiding the bill through the legislature. Governor Grover Cleveland supported the measure and signed the law when it was passed. It looked like a great triumph for the cause of labor.

But the owners of the sweatshops took the matter to court. The law was declared unconstitutional. Such a law, said the court, would interfere with "the profitable use of real estate." And the judges saw no public advantage to the law. "It cannot be perceived," the decision read, "how the cigarmaker is to be improved in his health or his morals by forcing him from his home and its hallowed associations and [healthy] influences [in order to] ply his trade elsewhere."

Trouble in the Mines

Even though Americans have found many ways to resolve industrial disputes, the labor-management struggle has not ended. An important issue may be decided, or a particular strike settled. But underlying conflict often remains. One recent example is the long, highly publicized coal strike of 1978. The following story tells how individual miners felt about the strike and its settlement.

The Appalachian hills have been "coal country" for a long time. In the tiny community of Coal Branch, West Virginia, for instance, generations of miners have worked underground. They have also struggled to make their United Mine Workers Union strong enough to battle with mine owners for better wages and working conditions. Early in 1978, the union was out on strike again. Higher prices had cut into workers' wages. They wanted more pay—and better health and retirement benefits.

After months of collective bargaining between the union and mine owners, a new work contract was written. The union leaders asked the workers to vote for it. It called for high wages—higher than some workers had thought they could get. But health and retirement benefits were cut down. The union members turned the contract down.

What had happened? Three brothers named Hensley, miners at Coal Branch, West Virginia, tried to explain their feelings to reporters.

"Please don't get this wrong," said Donald Hensley. "I love my work. I get a thrill out of doing it. I'd rather live in Coal Branch and work in the mines than anything I've ever seen." He and his brothers were proud of their skill in handling the latest mine machinery. They also knew it took nerve to go to work in a dark, narrow shaft: "It's a sandwich, buddy," said Larry Hensley, "and you're the meat." Coal mining is the most dangerous occupation in the United States. So the brothers knew how important it was to be able to depend on their buddies in the mines. In fact, this special brotherhood had always made the mine workers union one of the strongest.

It was this pride, and the sense that the owners owed them certain rights, that made the Hensleys vote to turn down the contract offer. The "right" to strike, they felt, was denied by a part of the contract that allowed owners to fire "wildcat"* strike leaders. The "right" to medical benefits, they said, was denied when owners changed old arrangements and asked miners to pay some medical bills. The "right" to a pension was cut down when old-timers got lower pensions than newer workers. The higher wage, the Hensley brothers said, didn't make up for the loss of "rights."

All the brothers were aware of how the union had fought for its rights in the past. A mine worker said: "This union has great traditions. When I was just a boy, they told me how Mother Jones organized this union up and down the United States. When I joined up, I saw guys get thrown in the creek and get hit by baseball bats for crossing any picket line. Times are better now—not as violent." But the men around Coal Branch knew the violence might return.

At home, the Hensley brothers and their families lived well enough on savings, with some help from the union. Each had a comfortable house for his family, with 9 acres of land they owned together. On TV at night, they got some idea of how the nation was taking their decision.

The news showed that the strike was having a powerful effect all over the country. The governors of Ohio, Indiana, and other states declared emergencies due to low coal supplies. Some schools and factories were closed. Whole cities turned off their street lights to reduce the use of coal. Householders turned down the heat, washed and dried clothes less frequently, and kept lights off where possible. The trouble spread, too, to other nations. People abroad worried that the United States, in the absence of coal, would be using more precious oil and so drive prices higher. Business people lost confidence in the American economy. The dollar became less valuable in foreign countries.

Under pressure from these problems, President Carter put the Taft-Hartley Law into effect. This meant that the miners were supposed to return to work for 80 days while a new contract was being hammered out.

But most union members simply ignored the law. As they saw it, Taft-Hartley only gave the owners 80 more days of cheap labor under their old contract.

Material for this story based on the following articles in *The New York Times*: "Three Brothers Reflect on 'Ornery' Mood in Appalachia," March 12, 1978, p. 1, 33; "Coal Settlement Cheers Some Miners and Vexes Others," March 26, 1978, p. 12; "In the Bitter Aftermath, Whither the U.M.W.?" March 26, 1978, Sec. E., p. 5.

*wildcat strike: a local strike not approved by the national union.

The Taft-Hartley decision did point up how serious the strike had become; however, when a later contract was put up for vote, most miners agreed to it. Some said the union leaders had let themselves be pressured, and this was the best contract they could get under the circumstances. Other miners were tired and out of money. Many agreed with the bitter words of a new song written by a miner:

Now all this contract offered us was a raise and a little bit more,
With a hospital plan that wouldn't be free like the one we had before.
There's a bonus just to end the strike and get back in that mine.
And the company's right to fire a man if they catch him on a picket line.

Still, most miners were ready to go back to work—the Hensley brothers among them. As one strong union man said: "There's a tradition in the mines. When the majority speaks, the minority has to grin and bear it. I guess that's a pretty good tradition."

FOR DISCUSSION

1. The final contract was a compromise. Owners said it cost too much. Miners said it gave them too little. What do you think was *good* about the compromise? How did the democratic process in this case allow for peaceful change?

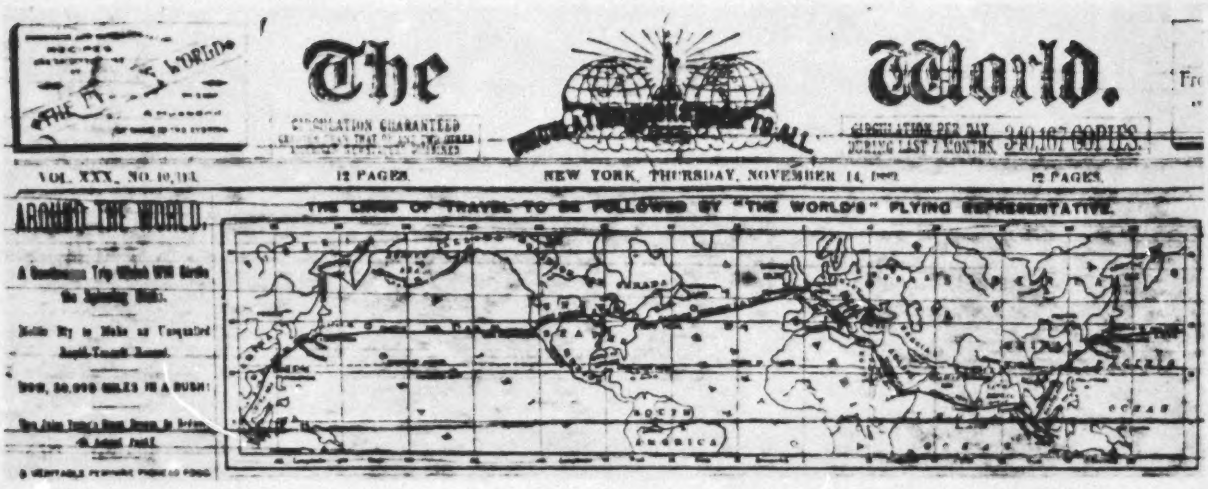
2. In our modern industrial economy, small disputes quickly involve many other groups. Who was affected by the miners' strike? How do the rights of those groups compare with the rights of miners? Do you think it is helpful for government to take a hand in cases like this? Explain.

3. Do you think the acceptance of the contract ended underlying conflict between mine workers and owners? Explain.

4. Do the Hensley brothers have anything in common with Samuel Gompers (see earlier story) in their attitudes toward work, their union, or the owners? How do you account for the similarities and differences?

Labor Conflict Chart

	Workers	Owners
1. How have cultural changes (new ways of producing, etc.) altered the position of workers and owners?		
2. What does each side want?		
3. What are some things tried by workers? How do the owners react?		
4. Why does the conflict sometimes become more intense or move toward violence?		
5. What would happen if workers withdrew from the conflict by disbanding unions?		
6. After a strike is settled, does each side still have things that it wants?		
7. Is there any change in the positions described in the answers to Question 1?		
8. Does government (local, state, or national) make a difference?		


The World.

VOL. XXX., NO. 10,913. 12 PAGES. NEW YORK, THURSDAY, NOVEMBER 14, 1889. 12 PAGES.

AROUND THE WORLD.

THE LINES OF TRAVEL TO BE FOLLOWED BY "THE WORLD'S" FLYING REPRESENTATIVE.

The Race Against Time

Suppose you wanted to take a trip around the world. What would be the fastest way to travel?

You might say: By jet airplane. Or maybe even a rocket ship.

But if the year were 1889, and your name were Nellie Bly, the answer would not be so easy. There were no rocket ships then. No airplanes or automobiles. The fastest way to travel was by railroad, but only a few countries had trains. And Nellie Bly was about to try to travel around the world faster than anyone had ever done.

Here is how the journey came about.

Nellie Bly was a newspaper reporter. Actually, her real name was Elizabeth Cochrane. But she didn't think people would remember that name. And she wanted people to remember her as the best reporter in the business. So she took a name from a popular song and became known as Nellie Bly.

A few years earlier, a famous writer named Jules Verne had written a story. It was called *Around the World in Eighty Days*. It was not a true story, but more like science fiction. The hero of the book was a man named Phineas (Fin-e-us) Fogg. Some men offered to bet he could not travel around the world in 80 days. Fogg took the bet. In the story he used every kind of travel he could find. He flew in a balloon, rode steamships and railroads, and used camels and even an elephant. You can probably guess how the story ended. He made it back home on the 80th day.

No one believed such a trip could happen. Nellie Bly decided to find out. She made plans with the publisher of her newspaper, *The World*.

"What will your route be?" he asked.

Nellie said: "I will sail to London, then go to Paris and then south to Italy. I will be at the Suez Canel on November 27th, sail to Ceylon by December 10th. From there to Singapore by December 19th. Christmas in Hong Kong. From there to Yokohama, Japan, and a steamship will get me to San Francisco by January 22nd. I can travel across the United States by train and be back in this office on January 27th."

The publisher stared at her in surprise. "That's impossible," he said. "That's only 75 days."

Trace Nellie's plan on a world map. Phineas Fogg, in his imaginary journey had traveled across much of Asia by land. Why do you think Nellie chose to travel mostly by sea?

The newspaper announced the journey. She set sail on a steamship on November 14, 1889. She looked at her watch. It was twenty minutes and six seconds before ten o'clock. She was on her way.

Crowds waved to her from the dock. She waved back bravely. But inside she was thinking of the dangers she faced. There were stormy seas, pirates, bandits, disease. "I'm off," she wrote in her journal. "But will I ever come back?"

She arrived in London and sent a cable in code back to *The World*'s office. She also wrote a story about the first part of her journey; a story which would not get back to New York for two weeks.

From there, Nellie raced against time. Sometimes she had to run to catch a train as it was leaving the station. In Italy, she tried to send a telegram to *The World*. She wrote out the message and said to the operator, "Please send this to New York." He scratched

his head. "New York?" he repeated. "Where is New York?"

As she sailed across the Mediterranean and through the Suez Canal, newspapers everywhere printed stories about her. Prizes were offered for the person who guessed when she would get back to New York. Few people thought she could do it in 80 days. Almost no one believed 75 days was possible.

Nellie was doing well and luck seemed to be with her. She arrived in Ceylon, right on schedule.

Then her troubles began. She was delayed for five days in Ceylon. Finally the ship arrived that would take her to Singapore. The ship, named the *Oriental*, made its way slowly eastward. They traveled through seas where pirates were the greatest danger but made it safely to Singapore. But she was still five days behind schedule.

Next, the *Oriental* headed for Hong Kong. They had scarcely started when a huge monsoon struck. The ship lurched through the heavy seas. It seemed certain to go under any minute. Nellie's cabin was filling with water, but she was too tired to care. She flopped in her bulk and fell asleep.

When she awoke, to her surprise the storm had made them gain two days.

From Hong Kong she sailed to Japan and then went aboard the *Oceanic* for the trip across the Pacific. The entire crew was pulling for her. In the engine room was a sign that read:

For Nellie Bly
We'll win or die!

The *Oceanic* hit fierce storms too. Back in the United States people began to wonder if she would ever make it home alive.

But the ship landed safely in San Francisco. There was a huge crowd to greet her. Nellie didn't have time to stop. She was rushed to the railroad station and started across the United States. She still had nearly 3,000 miles to go and she had used up 68 days.

The special train raced through raging blizzards. Twice they almost smashed up. But Nellie's luck was holding. At every city and town crowds gathered to cheer her on. Sometimes she operated the throttle of the train herself, pushing it to its top speed of 60 miles per hour.

Finally, the big moment came. With thousands of people cheering, the train pulled into Jersey City. She crossed the river into New York. People were shouting: "She's done it! She's a winner! Time: 72 days, 6 hours, 10 minutes and 11 seconds."

Nellie Bly had won her race against time. She had proved that travel around the world was faster than anyone had believed possible.[1]

1. Sources: Mignon Rittenhouse, *The Amazing Nellie Bly* (New York: E. P. Dutton & Co., 1956); *The World*, January 28, 1890, and January 28, 1922.

QUESTIONS

1. Use your map to figure out how many miles Nellie Bly had to travel. To do this in 72 days, how many miles would she have to travel each day?
2. a. From the story, can you tell how Nellie sent her reports to *The World*?
   b. What forms of transportation did she use?
3. Suppose the trip had been made just 30 years earlier. There was not yet a railroad across the western United States, she would have traveled by stagecoach, which could go 80 miles in a day. How long would it have taken her to reach St. Louis from San Francisco? Would she have been able to complete the entire trip in 75 days?
4. Less than 100 years ago, people in one part of the world knew little about other parts of the world.
   a. What evidence did you find of this in the story?
   b. Would a trip like Nellie's help people know about other places in the world? Explain.
5. Once the trip had been made, do you think others tried to beat Nellie's record? What new inventions would help?

The Easy Adventure

The year was 1935 and we were about to make aviation history. Seven of us, with Captain Edwin Musick in command, were going to try the first flight across the Pacific Ocean.

"Everybody ready?" the captain asked.

"Ready, Captain!" we all answered eagerly. But I imagine the others felt as I did. I was excited, jumpy as a cat, and scared—all at the same time. And I was sure that many in the crowd outside wondered if we could make it.

Then there wasn't time to be excited or frightened. One by one the four huge engines roared into action. The lines were cast off and we began rocking along the waters of San Francisco Bay. The propellers churned up waves and the pontoons bounced as we picked up speed.

The huge flying boat went faster and faster, then lifted heavily off the water. Ahead of us was the Golden Gate Bridge, and beyond that 8,000 miles of ocean.

The Golden Gate Bridge! We were headed straight for it. The plane was too heavy to climb above it.

A shudder went through me. But not Captain Musick. He simply guided the *China Clipper* underneath the bridge and then started our climb.

With a sigh of relief, I sat back as we headed into the setting sun. I listened to the hum of the engines. Each one had 850 horsepower. That made me think of the powerful team of horses my father used for plowing back in Idaho. Think how many horses it would take to create the power of those engines!

Soon we were cruising at 6,000 feet. I checked the speed. It held steady at 130 miles per hour. We were to

stop at four islands on our way to the Philippines. First was Hawaii, then Midway, Wake Island, and Guam. For cargo, we carried 2,000 pounds of mail. The first airmail delivery across the Pacific.

The captain told us to make ourselves comfortable. I climbed into my pajamas and settled back with coffee and sandwiches.

I found that navigating was no problem. When we made radio contact with a ship, our operator would ask their position. Then we'd check this with our compass reading. We had another way to check our course, too. I dropped flares out the rear hatch. As they drifted down, I could tell if we were drifting with wind currents. And when the sky was clear, I could navigate by the stars. Sometimes we would pick up a tail wind and reach speeds up to 200 m.p.h.

Wake Island was the only tough spot to find. As you can see on the map, it's just a tiny speck. There are no other islands around to serve as guides. But when we were 350 miles from Wake, we spotted the ocean liner *President Lincoln*. The ship gave us a salute of three whistle blasts and Captain Musick tipped our wings in return. They also gave our radio operator our position, so I could alter course a little. Within a few minutes I heard the radio signal from Wake Island. It was very weak at first, but it let me guide us right on target.

The rest of the trip was even easier. Soon we were cruising into Manila Bay in the Philippines. More than 100,000 people were there to cheer us. We shaved and put on fresh uniforms. The total flying time had been only 59 hours and 48 minutes.

People crowded around us as we stepped ashore. The President of the Philippines gave a speech. He said this was a great victory over time and space.

The newspaper reporters seemed a little disappointed because we had so little trouble. We had flown 8,210 miles without one serious problem. One reporter said to me: "Everybody was betting you'd lose direction. After all, radio waves only go about 300 miles. Didn't you have any trouble finding those islands?"

"Well, it was a little tough," I said, mostly to give him a story. "But we had help from the ships down below. And we've got a captain and crew that could find their way blindfolded."[2]

QUESTIONS

1. The *China Clipper* took about 60 hours to cross the Pacific. Add 48 hours more for landings along the way. Now suppose Nellie Bly had been able to make her journey in this airplane. About how long would her trip around the world have taken?
2. The *China Clipper* was a special kind of airplane. What was special about it? Why would this be a good type of plane for flights across the Pacific Ocean?
3. One of the ships they spotted, the *President Lincoln*, took about 16 days to cross the Pacific. How much faster was the *China Clipper*?
4. How did airplane travel make it faster to send information over long distances?
5. Some newspapers said the *China Clipper* helped to "shrink time and space." Others said "the world is getting smaller." What do you think these two phrases mean?

EXPLORING ON YOUR OWN

All the members of the class will make up the crew of a space satellite station. You will orbit the earth for three months. Your journey is an important step in shrinking time and space—even more than in the stories you have read.

You will be working in three groups. Each group will prepare a report about your space trip. Here are your assignments. (You will need to do some library work to complete them.)

Group 1: Your task is to make a list of things you need for your mission to work. You have to survive and you have to get along with each other. Explain to the other groups what your *life-support* systems are. You might also give them some ideas of things that could go wrong if every system doesn't work just right.

Group 2: Your job is to find out about speed of travel. How fast does a spaceship go when it is launched? How does this compare with the *China Clipper* in 1935 and Nellie Bly's travel in 1889–90? What kind of energy will you need when you are in orbit?

Find the answers to these questions and report to the other groups.

Group 3: Your assignment is to find out how your mission can make communication on earth easier and faster. How will your manned satellite help television and radio communication? How can you assist in weather reporting and why is this important? Why can you make studies of outer space more easily than can people on earth?

Once you've found the information, prepare a report for Groups 1 and 2.

WRITING ABOUT IT

Write a story about either a or b:

a. Write about your adventures in the space colony. What does it feel like to get ready for blast-off? What's it like to travel through space? How does the earth look from your station? What adventures do you encounter?

b. Pretend Nellie Bly is a time traveler. She has just traveled through time up to today. What would she see that would surprise her about how people travel and communicate? Write her story telling the readers of *The World* about her time journey.

2. Based on "Six Days That Shrank the World," by Tom Emch, *San Francisco Examiner and Chronicle* (Sunday Magazine), November 23, 1975.

What Use Is an Electrical Toy?

When the invention was first introduced, a few people hailed it as a technological miracle. Very few. Most people regarded it as more odd than useful. Here are some of their reactions:

1. A corporation president: "What use could this country make of an electrical toy?"
2. Many people expressed surprise that two Choctaw Indians could easily make use of it.
3. The inventor decided to launch a heavy advertising campaign to persuade people that the device would be valuable to all Americans.
4. The device, once it was accepted, was used primarily in business. In 1900, only about 10 percent of the total in use were in people's homes.
5. A magazine writer warned that it would lead people to say things to each other they would never say in ordinary conversation.
6. Nearly 50 years later, Trotsky, the Communist leader, suggested to the Soviet Union's powerful dictator Josef Stalin that the Communist cause could make good use of it. Stalin is reported to have said no: "I can imagine no greater instrument for counterrevolution in our time."

Today, a century later, people regard the invention in a different light. One corporation planning director calls it "the natural ally of democracy." Others agree, and it is sometimes referred to as "the lifeblood of the American economy."

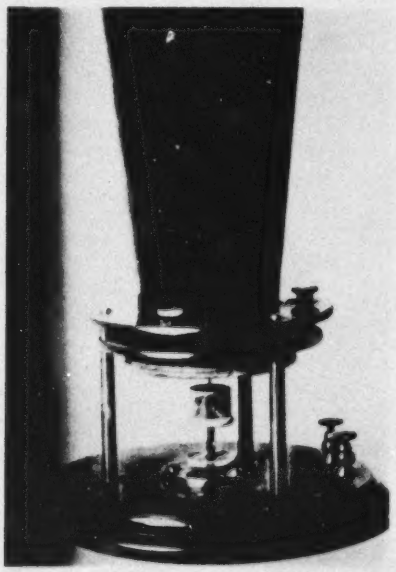
On the negative side, sociologist Sidney Aronson says that it may have brought us into the age of "future shock," with too much happening too fast and contacts between people becoming more and more impersonal.

Aronson also argues that "Gambling of all types—especially horseracing, prostitution and drug dealing—could probably not exist at their present levels in the absence of the _____."

Have you filled in the blank yet? What do you think the invention was that caused such disapproval a century ago and is now regarded as a major force in our lives? If you don't know, at least make a guess. The answer is on the next sheet your teacher will hand out.[1]

Activities

The invention was Alexander Graham Bell's telephone, a device we now take so much for granted that it's hard to imagine people once failed to recognize its value. Some of you may have made the right guess; others probably didn't. The reason you might have had trouble has to do with the way people respond to change. Often the value of a new idea isn't evident at first. People can't look ahead and see how a single invention may make major changes in the way we live.



Bell Telephone Co.

Here are some projects and activities that will help you explore this topic more fully. These projects can be completed individually or in small groups. Full reports should then be made to the class.

Activity 1: *The Historical Setting*

Why did people in the 1870s, and even later, fail to see the potential of Bell's invention? Read back over some of those early reactions. What do they tell you about people's thoughts at the time? What reason can you give for each of the responses? For example, what does the second statement suggest about feelings toward American Indians?

Activity 2: *Accepting the Invention*

Bell tried hard to get people interested in his invention. One advertisement stated: "Conversation can easily be carried on after slight practice and with occasional repetition of a word or sentence."

Gradually a few people became willing to try it. The invention received a big boost in January 1878, two years after Bell accidentally made the discovery that the human voice could be converted into electrical impulses and transmitted along a wire.

A druggist in Hartford, Connecticut, had organized one of the first telephone exchanges. A few months later, a railroad accident occurred in the nearby town of Tariffville. The telephone network was used to get into immediate contact with 21 doctors and a livery stable, which arranged for transporting the physicians to the scene.

Suppose you were a Hartford newspaper journalist at the time. Report the story and use it to give your ideas about the value and uses of the telephone.

Activity 3: *How Does It Work?*

Use science classes to prepare models of both the telegraph and telephone.[2] The telegraph had been invented in 1845 and had made possible rapid communication throughout the country. What is the difference between the two devices? Did the success of the telegraph have anything to do with that first disinterest in the telephone? Why or why not?

Activity 4: *The Impact of the Telephone*

The telephone as a device is a system; telephone networks are systems that spread like a web over the planet. Use a map or drawing, or both, to create a magazine ad showing how the telephone can connect the individual to other parts of the globe in important ways. Some possibilities: The hot line linking Washington and Moscow; business contacts; personal communication; a natural disaster.

Activity 5: *The Individual and the Telephone*

a. Sociologist Aronson said that the telephone has made communication more impersonal—especially business communication. It has contributed, he said, to "a decrease in the personal and emotional satisfaction of business activity."

What does the telephone mean to you? Write an essay on how the telephone is involved in communicating with others. How important is it to you? Do you feel any of the notions of impersonal contact suggested by Aronson? How would your life be different without the telephone?

Why do you suppose Mark Twain had this to say about the telephone: "It is my heart-warm and world-embracing Christmas hope that all of us—the high, the low, the rich, the poor, the admired, the despised, the loved, the hated, the civilized, the savage—may eventually be gathered in a heaven of everlasting rest and peace and bliss—except the inventor of the telephone"?

b. Wiretapping has become a serious menace to individual freedoms. Government agencies have used them for law enforcement—and also illegally to eavesdrop on people who might be opposed to the administration or to the society. Businesses use wiretaps to steal each other's secrets; individuals use them to spy on others for personal reasons.

Research and prepare a report on the issue of wiretapping. In what ways are constitutional rights endangered? What safeguards have been created to protect those rights? What other safeguards have been proposed? What additional ones do you think are necessary?

Activity 6: *The Telephone and Other Inventions*

Other innovations have also been scorned when introduced. The automobile, the airplane, the steamship are all common examples. Trace the origins of one of these—or any other you think of. What were the first reactions to it and why? What impact did the invention eventually have that, like the telephone, made the earth seem smaller?

Activity 7: *The Telephone and Other Things*

a. Back to Aronson's idea of impersonal communication. Consider his statement in connection with Citizen Band radios.[3] Tell the class something of the history of CBs and your own interest. How would you explain the sudden increase in popularity of CB? Do you think it has anything to do with the desire for warmer, more personal contact with others?

b. Read the story "Sorry, Wrong Number."[4] In a class report, explain how the telephone becomes an instrument of terror. There's a record available of a radio dramatization of the play. See if you can find it at the public library to play for the class. (It requires about 25 minutes.)

Activity 8: *Future Changes*

Make a model or a drawing of a wind or solar-energy machine as an example of a pollution-free energy that does not require fossil fuels. (The *Reader's Guide to Periodical Literature* will help you find illustrations.) Explain why most people seem reluctant to develop such power sources; or create an advertisement designed to persuade people of the invention's value.

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1. Sources: John Brooks, *Telephone: The First Hundred Years* (New York: Harper & Row, 1976); Sidney Aronson, speech at Massachusetts Institute of Technology, December 1975, printed in *Christian Science Monitor*, December 1975.

2. A science teacher—or a basic science text—can supply you with instructions. Another source is *UNESCO Source Book for Science Teaching* (UNESCO, 1965), pp. 180-181.

3. We need a CB buff for this one.

4. A. Ullman and L. Fletcher, in *Alfred Hitchcock Presents: Stories Not for the Nervous*, edited by Alfred Hitchcock (New York: Random House, 1965).

Companies That Span the Globe

Activity 1

Most companies produce and sell their goods in their home country, and some of them market their products abroad. Others, the multinational companies, have factories in many countries and produce goods for sale there and for shipment anywhere, even back to their home country.

Go over the brand names listed below. Decide which ones you think are owned by non-American companies. Guess what country is the home of the corporation:

Nestlé	Pepsodent	Scripto pens
Volvo	Shell gasoline	Lipton soups
Libby foods	Keebler cookies	Baskin-Robbins ice cream
Volkswagen	Sony	
Good Humor ice cream	Magnavox	

Activity 2

Study the IHI ad. Use the ad to try to answer these questions:

—Where does the company operate?
—Why do you think it doesn't limit its operations to Japan?
—What do you think the term *global corporation* means?

Activity 3

Use the Comparative Hourly Wage Rates table to see if it gives you any more ideas for the questions in Activity 2.

Suppose you were the board of directors of a company that made electronic parts. Where would be the best place for assembling parts? What else would you have to consider besides the wages paid? You will need copper for your finished product.

Now suppose your company made office machines. You will need manganese and iron as well as an assembly plant. Where would be a good place to set up operations?

ASSIGNMENT

Divide into two groups. The assignment for Group 1 is to go through back issues of news or business magazines. Look for ads that show (a) foreign companies operating or selling in the U.S., (b) American companies operating in other countries.

The assignment for Group 2 is to check labels on products to see where they were made. Good examples will be television sets, stereos, transistor radios, clothing, and food.

You might want to make a wall map of the world showing how your community is connected to other places by the activities of these companies.

Comparative Hourly Wage Rates*
Underdeveloped Nations vs. U.S.A.

	Average Hourly Rate (in dollars)	
	Underdeveloped Nations	**U.S.A.**
Consumer Electronic Products		
Hong Kong	0.27	3.13
Mexico	0.53	2.31
Taiwan	0.14	2.56
Office-Machine Parts		
Hong Kong	0.30	2.92
Taiwan	0.38	3.67
Mexico	0.48	2.97
Semiconductors		
Korea	0.33	3.32
Singapore	0.29	3.36
Jamaica	0.30	2.23
Wearing Apparel		
Mexico	0.53	2.29
British Honduras	0.28	2.11
Costa Rica	0.34	2.28
Honduras	0.45	2.27
Trinidad	0.40	2.49

*Hourly wage rates for a given country and the U.S.A. are for comparable task and skill levels.

Source: Richard J. Barnet and Ronald E. Muller, *Global Reach: The Power of Multinational Corporations* (Simon & Schuster, Inc., 1974). Copyright © 1974 by Simon & Schuster, Inc.

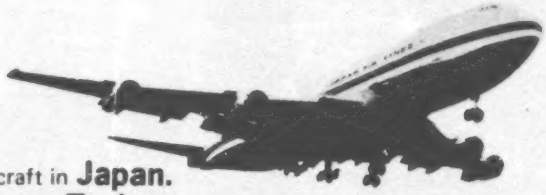
IF YOU CAN FIND US DOING ALL THESE THINGS IN ALL THESE PLACES, WE MUST BE DOING SOMETHING RIGHT.

Being involved in 'Heavy Industries' means being involved with many exciting projects in many exciting places.

It also means being actively connected with the well-being of people all over the world, be it through activities on land, sea or air.

We're proud of our work and we can faithfully promise to keep on doing our best wherever we are and whatever we're doing.

Exporting cranes to the **U.S.A.**
Keeping rivers clean in **England.**
Building desalination plants in **Kuwait.**



Servicing aircraft in **Japan.**
Building bridges in **Turkey.**
Installing electric power plants in **Australia.**

Constructing iron and steel plants in **Brazil.**

Establishing joint venture companies in **Singapore.**

Launching ships **all over.**

We make things work. **IHI**

Ishikawajima-Harima Heavy Industries Co., Ltd., Tokyo, Japan

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Death by Transfer: The Impact at Home

Picture yourselves living in the small eastern town of Lasser sometime in the 1980s. The town has a population of about 20,000. Of the roughly 9,000 working adults, nearly one-half are employed by the Lasser Tool Company. The major plant operation is an assembly line; there is also a small research and design department employing about 50 engineers and technicians.

Lasser is a typical one-company town. For the past 50 years, the entire economy of the community has depended on this small, family-owned business. Just about everyone in town works for the firm or is related to someone who does; the other businesses—stores, restuarants, etc.—are also dependent on the company's operation. That mutual dependence between company and town was illustrated during the depression—employees willingly took a cut in pay for a few years rather than see the plant close its doors, and town merchants helped out by extending credit.

The company (and the town) remained fairly prosperous through the 1970s. But the economy has been changing for the past 25 years. All over the nation, huge corporations have begun to operate on a global scale, carrying on business in dozens of different countries. The Lasser Tool Company has found it increasingly difficult to compete.

Suddenly, management has announced that the assembly plant will be closed. This part of the operation will be transferred to Taiwan, partly to be closer to new markets, but primarily to take advantage of lower labor costs. The president has made it clear that this is the only way the company can survive. The research and design division will remain in Lasser.

The effect has been devastating. Almost overnight, real estate values fell sharply. Many small business owners sold out and moved away. About one-third of the production employees also left. But the economy is tight everywhere; jobs are scarce, especially for the young and those past 40. Most of the townspeople remain almost paralyzed, apparently unable to decide what to do.

The scene is the local McDonald's. A group of you are talking about what has happened and what you think should be done. Think about what you would say if you were in one of the following situations.

1. *Your father* is one of the company's executives. He's been with the company a long time, enjoys the work, and it pays well. Now to keep his job, your family will have to sell your house and move halfway around the world to Taiwan. How do you feel about it? Do you think your family should make the move, or should your father quit his job and hope to find work someplace else?

2. *Your father* is a design engineer and your mother works in the research division. Their jobs are safe. They feel bad about what has happened and know life won't be the same in Lasser. They've been asked to join the protest against the decision. Should they join the protest and risk being fired? Or do you think they should remain quiet and mind their own business?

3. *Your parents* own a small hardware store and have worked hard to make a success of it. You help out weekends and summers. With the plant closed, business will be cut by 50 percent—more if people keep moving away. Can your family afford to sell the business and start over somewhere else? How can they even sell a store in a town that is dying? Or should you hang on and hope for a miracle? What can you do to survive?

4. *Your mother*, the only wage earner in your family, started an insurance agency four years ago. She was just beginning to make a go of it when this happened. Should your family stay in town, hoping that perhaps a new industry will come in, knowing that even if it does, it will take a couple of years for the economy to recover? Or should she sell the house and business and move away? If she does that, the low price she will get will prevent her from starting a new business of her own. What do you think the family should do?

5. *You graduated* from high school two years ago and went to work for the company. Now you're going to be out of a job. Is there anything you and your fellow workers can do? Should you stay in town and hope something happens? Or should you move somewhere else and begin hunting for a job?

6. *Your father* is a skilled toolmaker who used to work for one of the small businesses serving Lasser Tool. He's now been laid off. A brother has been urging him to leave Lasser and join him in his machine shop. There is a vacancy and this would be an opportune time to go, but your family likes small-town life and is reluctant to move. Should you and your family join the exodus with the others? Or should you take the risk of staying and should your father help attract new businesses to the town?

FOR DISCUSSION

1. Have you, or anyone you've known, ever had to move because of sudden changes in parents' jobs? How could you find out how common this kind of job dislocation is in the United States?
2. Go back to the work with advertising and labels. What things do you think global companies might provide that would balance problems like those of the people in Lasser? What would be the benefits or drawbacks to the people in Taiwan?
3. How do multinational companies illustrate that different parts of the world are coming to depend on each other more and more?
4. Some people say American jobs are lost through overseas plants of global companies, as in the case of Lasser. How could you prove or disprove this?

ASSIGNMENT

Complete either one or both of the following:

1. Invent a company. Work with another student, preferably in art class, to make an advertisement of how your products might appeal to people in another country—say, Venezuela. If you know Spanish, use that language. Poster paper will give you a good work surface. Refer back to magazine ads for ideas.

2. You've just landed a job (congratulations). You're in the advertising division of an American steel company. After a training period, you've been assigned to the office in Caracas, Venezuela. On the plane flight south, write a letter home. How do you think you'll feel? What's exciting about your new career? Are there any things that make you uneasy?

Between Two Worlds: The Impact Elsewhere

Read the following letters. They were written at about the same time, so they crossed in the mail. How do you think each will answer the other's letter?

Dear Carmen,

The village seems empty with you and your family gone. I guess I feel especially bad because your father has chosen to work with a North American giant company. Those corporations come here to rob us of our natural resources, take advantage of cheap labor, and then send the profits to some bank in New York.

Meantime, here, we will try to build our own Venezuela, without the help of outsiders like the Yankees or the Germans or anyone else. We have nearly finished work with the electrical lines. Soon every house will have electric lights. All the men and boys in the village have been working very hard. So, you see, we can build a modern Venezuela on our own. And gradually the government will buy up the American companies, like they are doing now with the oil companies. Then we shall have Venezuela for Venezuelans.

Despite my harsh words, I wish you good luck. You can even send me a good Sony or Panasonic transistor when you get to a store and I will send you the money.

Best regards to your family,
Juana

Dear Juana,

We are now firmly settled in the company town. It is nothing like you said it would be. The houses are new and clean, with indoor plumbing and electricity. Where are all those awful "Yankees" you warned me about? I've met some of them and they're just like us in most ways.

My father does not feel he's sold his soul to an American corporation. In fact, he likes his work and it pays more than he could earn anywhere else. He is also in a special training program. He's learning all about the factory so that he can become a foreman. They've said we might even be transferred to other countries, which would be great fun.

We're only ten miles from the city and have been there twice. Juana, you would not believe it. It's filled with excitement. Theaters, restaurants, stores, gleaming glass and steel buildings, cars and trucks and people everywhere. It makes your head swim. It also makes me determined to work hard in school so that I can get a job in Caracas. You should get out of the village and come see for yourself. Besides, I miss having you around.

Your friend,
Carmen

FOR DISCUSSION

1. How do Carmen and Juana differ in their views of global corporations?
2. Notice that Juana asks for a transistor. Both models are made by Japanese global companies. Do you think she is being inconsistent in her opinions?
3. How do you imagine each will answer the other's letter? Do you think they can still remain friends in spite of their different views?
4. Do the letters give you any more ideas about how global companies influence people's lives? Explain.

Constructing a Family History

Student Assignment Sheet

1. The first task is to construct a family tree. Use the model on the attached sheet, which also contains some suggestions.

   If you can't fill out the tree as completely as the model, do the best you can. Ask your parents or other family members for help. Carry it as far back as possible, tracing from grandparents to great-grandparents to great-great-grandparents, and so on.

   Be sure to locate where family members live or did live. If you have additional information on family origins, fit that in as best you can.

2. A second task is to create a list of careers or jobs family members have had. On the same sheet, write the reason for any family moves. See if you can connect these with major historical events. Some possibilities are:

World War II	New industries
Move from rural to urban area	Forced to leave country of origin (give reason)
Depression	
World War I	

   At the same time, see if you can see any general trends in American families reflected in your family history. For example, there are general trends toward:

   Smaller family units—in the past it was common to have aunts, uncles, grandparents all in the same household. The trend has been toward the *nuclear* family—parents and children.
   Movement from rural areas to urban areas.
   Movement from cities to suburbs.

3. Pick any family member, living or deceased, to write about. Find out as much as you can about that person. What he or she did, moves made, jobs held, interesting experiences, and so on. Interview family members for more information (you can use a tape recorder for these interviews, if available). Write as complete and interesting a biography as possible. Be sure to include any major historical events which influenced the person's life.

Possible Family Tree Form

This is a part of my family tree. I am the darkened circle at the center of the page. As you design your own family tree put yourself at the center and work from there. All the symbols which you should need are at the bottom of this sheet. The only other suggestion that I would make is that members of the same generation should all be kept on the same level Therefore, all of my cousins are on the same level with my sisters and myself. All of our children are one level below us.

Another type of information you could add is the careers of your relatives.